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COLLEGE & RESEARCH Libraries

May 1964

Volume 25, No. 3

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NCATE and Collegiate
Libraries, *by Donald S. Mac Vean* ■■

Florida Atlantic University,
*by Edward Heiliger, Jean M. Perreault, and
Clayton D. Highum* ■■

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NCATE and Collegiate Libraries

By DONALD S. MAC VEAN

THE NATIONAL COUNCIL for Accreditation of Teacher Education, commonly referred to as NCATE, is evaluating the teacher education programs in the nation's colleges and universities. In these evaluations some attention is given to the library and therefore NCATE and its standards and procedures should be of concern to academic librarians.

Before describing NCATE practices as they relate to libraries, perhaps some background information about the council itself and accreditation of teacher education programs will be useful. Prior to 1952 the American Association of Colleges for Teacher Education was the only national agency which accredited teacher education programs, but it was refused recognition by the National Commission on Accrediting because of the restricted and nonrepresentative character of its membership.¹ As a result of this action, NCATE was organized in 1952 by the representatives of a number of educational associations interested in teacher education, and in 1956 it was recognized by the national commission as the sole national agency responsible for accreditation of teacher education.

There have been changes in the membership of the council since 1952, but at present the organizations interested in teacher education and the number of representatives appointed by them to the council are as follows: American Association of Colleges of Teacher Education, 7; Council of Chief State School Officers, 1; National Association of State Directors of Teacher Education and Certification, 1; National Education Association on the

Dr. Mac Vean is Assistant Librarian in Charge of Reader Services, Ball State Teachers College, Muncie, Indiana.

recommendation of the National Commission on Teacher Education and Professional Standards, 6; National School Boards Association, 1; and an *ad hoc* committee appointed by the National Commission on Accrediting, 3.² The last mentioned group of representatives on the council is selected from institutions which train teachers but which are not members of the American Association of Colleges for Teacher Education, the purpose being to broaden representation.³

The purposes of NCATE are, briefly, to formulate "policies, standards, and procedures" for the accreditation of teacher education programs and to inspect and accredit or refuse to accredit such programs.⁴ As a result of such activities, it hopes both to stimulate institutional self-evaluation and to insure high quality instructional programs for teachers in all regionally accredited institutions.

Any institution which offers a four-year teacher training program and which is already accredited by its state department of education and one of the regional associations may apply to NCATE for evaluation and accreditation. Such application for accreditation is voluntary, however, and only those institutions which believe they have reasonable expectation of being accredited are encouraged to apply. Along with the application a great deal of statistical and other data prepared

¹ William K. Selden. "Why Accredite Teacher Education?" *The Journal of Teacher Education*, XI (June 1960), 189.

² *The National Council for Accreditation of Teacher Education, A Statement of Purposes, Policies, and Procedures* (Washington: The Council, 1960), p.13.

³ *Ibid.*

⁴ *Ibid.*, p.2.

in accord with the official guide must be sent to NCATE headquarters. Then a visitation date is set and a team of evaluators selected. In selecting the evaluators NCATE uses the list of persons nominated by the member associations. A shorter list is submitted to the institution scheduled for evaluation, and it may strike the names of persons who would be objectionable. From the remaining names the NCATE staff selects the team of evaluators which will actually visit the institution.⁵

Once the evaluative visit has been completed, a report is prepared by the team, and it is sent to the council. After consideration, the council may do one of three things: it may grant full accreditation, grant provisional accreditation, or deny accreditation of any kind.

At the close of 1962 392 colleges were accredited by NCATE. Of this number, 284 had been accredited by AACTE prior to 1954 and were transferred to the accredited list of NCATE without further inspection or evaluation.⁶ Since then, 141 institutions have been evaluated; 108 have been accredited and thirty-three have been denied accreditation.⁷

NCATE has not revealed the specific reasons for failure to accredit the thirty-three institutions referred to above. Such information is not made public but is, of course, given in detail to the institutions affected. In answer to an inquiry sent to NCATE, Robert S. Thurman, assistant director, replied that no institution has been denied accreditation solely because of inadequate library facilities but that certain institutions had been given only provisional accreditation partly for this reason.⁸

⁵ The American Association of Colleges for Teacher Education, *Source Book on Accreditation of Teacher Education* (Washington: The Association, 1962), pp. 9-10.

⁶ Letter from Robert S. Thurman, Assistant Director of NCATE, December 17, 1962.

⁷ *Ibid.*

⁸ *Ibid.*

What happens when an institution is denied accreditation by NCATE? Does it mean that it may no longer train teachers? Actually, it may have little or no effect at all for the time being. The institution may continue to train teachers and, if they are granted certificates or licenses by a particular state, they may teach in the schools of that state. NCATE does not issue teachers' certificates to individuals but only accredits teacher education programs in colleges and universities. There are, however, some positive values for an institution to be accredited by NCATE. First of all, as mentioned earlier, it is the only national agency authorized by the National Commission on Accrediting to accredit teacher education curricula. Thus, it lends prestige to an institution to have the council's stamp of approval on an important part of its program. Second, at the present time, twenty-nine states grant reciprocity in matters of certification to out-of-state graduates if they are products of NCATE-approved institutions.⁹ Such reciprocal arrangements probably will be extended in the future. If, as has been recommended,¹⁰ all states should stipulate that only graduates of NCATE-approved institutions will be certified or licensed, NCATE will have a powerful weapon at hand, and concern over its standards and procedures, which are now being questioned in various quarters, will be greatly intensified.

There have been numerous objections to NCATE, the following having been reported most often: (1) that the members of the council represent educational associations (too often the National Education Association or its subsidiary units) and state departments of education, and not colleges and universities which actual-

⁹ "Will Wisconsin Accredit NCATE?" *Phi Delta Kappan*, XLIV (January 1963), 156.

¹⁰ National Education Association of the United States. National Commission on Teacher Education and Professional Standards, *New Horizons for the Teaching Profession; a Report of the Task Force on New Horizons in Teaching Education and Professional Standards* (Washington: The Association, 1961), p.115.

ly educate teachers;¹¹ (2) that NCATE is too dependent on the same associations for its financial support, thus compromising its independence and objectivity;¹² (3) that there is no need for separate and special accrediting of teacher education, and that accreditation by regional associations is sufficient.¹³ In regard to the last mentioned point, it should be stated that the primary concern of the regional associations in evaluating colleges and universities is with the quality of the liberal arts or general education program of the school and only secondarily with the professional curricula. Thus, those persons primarily interested in teacher education are not satisfied that such accreditation is sufficient. Just as there is separate and special accreditation for engineering and law, they believe the same is pertinent to and necessary for teacher training. This last point illustrates another basic difference between educationists and devotees of the liberal arts. The former believe that in addition to a general education there is an identifiable sequence of professional courses and experiences which the prospective teacher should take; many of the latter group, however, believe that, if students know their subject matter well, they can teach it satisfactorily in the elementary and secondary schools, and that little or no professional training is necessary. It is probably safe to add that in the minds of such people, teaching is not a profession at all, and thus no special accreditation of teacher education curricula is necessary.¹⁴

NCATE STANDARDS

The current statement of NCATE

¹¹ Resolution proposed by the Commission on Teacher Education at the 1963 annual meeting of the Association of American Colleges, *Liberal Education*, XLIX (March 1963), 110.

¹² "Controversy in Accreditation," *Council for Basic Education Bulletin*, VII (March 1963), 1.

¹³ William K. Seldon, "Basic Issues in Accreditation of Teacher Education," *Liberal Education*, XLVII (December 1961), 583.

¹⁴ For a summary of additional criticisms of NCATE see "Will Wisconsin Accredite NCATE?" *Op. cit.*, pp.155-56.

standards appears in a twenty-four page document issued by the council in 1960.¹⁵ It is divided into seven sections or standards, and only the seventh, entitled "Facilities and Instructional Materials for Teacher Education," makes any reference to what may be termed library materials. It states that "a materials laboratory or center should be maintained either as a part of the library or as a separate unit,¹⁶ that it should contain school textbooks, courses of study, standardized tests, and audio-visual aids, and that it should be directed by a qualified faculty member.¹⁷ It also states that the basic books and periodicals should be available in the library but that the number of titles and the number of copies of each should be determined by the scope of the program and the number of students respectively. In the guide accompanying this standard a report is requested on housing of the professional education library, the amount spent during the previous year on library books and periodicals, the orders placed during the same period for professional books, and procedures employed for keeping the collection up-to-date.¹⁸

With these few brief statements the library and library materials are dispensed with. It may seem that the NCATE standards are only remotely concerned with the library. Essentially only three types of materials are mentioned—professional education literature, curriculum materials, and audio-visual aids—and some may argue that only provision of the first category is a legitimate library function. It is true that the NCATE standards do not insist that such materials be housed and serviced in the library, but it is common knowledge that in many collegiate institutions, especially those which educate large numbers of teachers, they are

¹⁵ National Council for Accreditation of Teacher Education. *Standards and Guide to Accreditation of Teacher Education* (Washington: The Council, 1960).

¹⁶ *Ibid.*, p.22.

¹⁷ *Ibid.*

¹⁸ *Ibid.*, p.23.

found there, and apparently there is a definite trend to put them there.

IMPLICATIONS FOR LIBRARIANS

If, in its evaluative and accrediting activities, NCATE is to concern itself with the college or university library, even if only a small part of it, it would seem that librarians should be concerned in several respects: (1) some professional library association such as ACRL should have at least one representative on NCATE; (2) a college or university librarian should be a member of each visiting team for the purpose of evaluating library holdings and services related to teacher education;¹⁹ and (3) perhaps most basic of all, librarians should insist that the standards relating to library materials be revised in such a way that they are more explicit and meaningful. Webster defines a standard as "a definite level or degree of quality that is proper and adequate for a specific purpose," or as "something that is set up and established by authority as a rule for the measure of quantity, weight extent, value, or quality." If such a definition of standards is to be accepted in this instance, it seems obvious that the present NCATE standards are inadequate. This would be true

¹⁹ At present a specialist in library education (who may or may not be a college or university librarian) nominated by the American Library Association or some institution is a member of the NCATE teams visiting those institutions which offer an extensive undergraduate program in school librarianship. This person is not, however, concerned with library holdings and services.

even if all were in agreement with the present practice of ACRL and the various regional accrediting associations of expressing their library standards in qualitative terms. There is still a need for the standards to be expressed in precise and explicit enough terms so that a reasonably uniform and objective application of standards may be made. As the standards are written, two libraries which are quite similar in terms of holding, facilities, budget, and staff could be evaluated by different teams with completely different results. One could be highly praised and the other severely criticized. There is great latitude within which the subjective judgment of the evaluators can range.

This article is not being written for the purpose of joining the chorus of protest which is being heard about NCATE and its policies. Actually, there is great need for such an agency. In 1962-63, of the 1,447 accredited institutions in the United States offering the bachelor's or higher degree 999 were training teachers;²⁰ it seems obvious that some national agency must have the authority and the responsibility both to prepare and to enforce acceptable standards for such programs. It is apparent also, however, that the standards themselves should be defensible and that the persons assigned to evaluate each institution should be qualified in all respects. ■ ■

²⁰ U. S. Office of Education, *Education Directory, 1962-63*, Part 3, *Higher Education* (Washington: Government Printing Office, 1963), p.10.

Library History Roundtable

The American Library History Roundtable will hold its annual program meeting in connection with the ALA conference in St. Louis on Monday, June 29, at 4:30 P.M.

Two papers of distinction and excitement will be presented: (1) "The Harvard Law Library and Its Librarians," by Earl Borgeson, librarian of the Harvard law library, and (2) "Two New York Societies of Librarians," by Wayne Shirley, librarian of Wentworth Institute.

The two New York societies of librarians are the Archons Colophon, a group of men who meet four times a year at Columbia University for dinner and a program, and the Melvil Dui Chowder and Marching Association which includes men librarians who meet informally four times a year for dinner and discussion. ■ ■

Stamp Out N-----L-----W-----!

BY NEAL HARLOW

IT MIGHT BE SUPPOSED that in the academic world libraries would be regarded as wanted, inevitable, and required; with an indispensable commodity and a captive audience, what more proper monopoly could there be? Too, the academic library is everywhere vaunted as "the scholar's workshop" and "the heart of the university," and head librarians, both in hope and vanity, have been known to regard it as true. But while this blessed doctrine is widely heralded from desk and lectern, it is most formally observed on such holy days as Commencement.

The library is indeed the heart of the university, circulating books and other materials and keeping a stream of vital services coursing through the institution's veins; but much of the establishment's muscle, meat, and fat, it has often been observed, seems to settle elsewhere (and fat, we are reminded, is harmful in the blood). There are of course other circulatory systems (like the lymphatics), and one of these carries through the academic body that yellow, salty ingredient which enriches the blood stream, combats infection, and is filtered through tiny regulatory glands called budgets. Quite an independent set of valves controls this vital flow, and if the normal fiscal processes fail adequately to sustain the blood and heart, this will not prove fatal to the whole university for it can survive indefinitely through the animation of any of its parts.

This is no fable, for an academic library must fight for its life as does any other, and it is not accidental when some success is achieved. I shall not attempt to analyze here why university presidents, deans, and professors do not volunteer their salaries and expense accounts in unstinted support for library service; it is enough to know that however vital it may

Mr. Harlow is Dean of the Graduate School of Library Service at Rutgers University and President of ACRL. This paper was read to a meeting of the ALA National Library Week Committee at Chicago, January 29, 1964.

be to them, it is off-center to their main concern. And if academic libraries are not the primary concern of those who depend upon them, how much more oblique are they likely to be to the attention of other people!

This year ALA President Wagman and National Library Week both turn the spotlight upon academic libraries as being particularly needy of attention and support, and I, too, wish to champion this wide appeal. Academic libraries are crucially important, important enough to warrant your interest as well as mine, your interest in academic libraries even at some sacrifice to your own dearest concern, a concern which must embrace libraries of all types and levels if we are together to approximate the services required.

Education is a means of effecting or avoiding change or of dealing with it; it is an instrument by which we adjust to our environment. Sometimes it is repressive, maintaining a status quo or enabling man to live peacefully with it, and sometimes it is liberating, centered in the individual and advancing with him to some self-determined point. As environment changes, society must take this into account and compensate through its educational pattern. When the rate of change becomes faster than the normal process of learning and relearning, education must build into the individual some means of self-adjustment; the gap between education and change can be narrowed in no other way.

Essentially, we believe that everything that happens, however unexpected or fantastic, derives from some cause which can ultimately be understood. Learning as a key to meaning must therefore supplant education as a prop to conformity; specific knowledge becomes obsolete, but the process of extending and interpreting it is infinite. What we call "brain power" is the human capability of acquiring and reevaluating a store of knowledge by using tools and a process which have been mastered through education; it is one of the basic resources of an advanced society. It functions at many levels but is necessary in some degree to every intelligent citizen, and its discovery and development affects his place and contribution. The importance of education, and particularly of higher education, is therefore plain to see.

It is indicative that the level of what is called "functional literacy" has lately been advanced from five to eight years of formal schooling. Where a high school diploma was once required, no less than a bachelor's degree will now often do, and the degree has acquired new economic and social implications. Increasing the accessibility of colleges and universities satisfies the democratic ideal of maximum opportunity for individual development. World conditions, too, foster higher education to provide competence and skills in competition with rivals, and education and defense are officially joined in federal law. Many influences have of late raised education to a highly urgent state at all levels, lent a less-jaundiced color to intellectual attainment, and made it seem reasonable in many places to devote up to half of local public funds to formal schooling.

For a number of years we have watched with pleasure, anxiety, and disbelief the steady increase in college enrollment, in seeming obedience to some wild surmise. The graph has become familiar: in 1850 there were twelve thousand college students, in 1900, two hundred thirty-eight

thousand, and in 1950, two million four hundred thousand; then in only twelve years between 1950 and 1962 the number almost doubled, to four million two hundred seven thousand; and it is predicted that in the eight years leading up to 1970 it will rise to seven million. My university, in a state 175 miles long, conservatively estimates growth from its present thirteen thousand students to forty-six thousand by 1980 (the outside figure being seventy-five thousand, with twenty-five thousand on an adjacent campus for which the land is not yet assured).

It seems obvious that we are not going to expand resources that fast. There will be shortages of space, teachers, and libraries, and some millions of persons in the United States will be taken care of in new local junior colleges and technical schools rather than in four-year colleges and universities. Some thirty to forty of these junior schools are being founded every year, and it has been estimated that by 1970 about 70 per cent of all entering freshmen will be accommodated therein. These "higher" (as contrasted with "high") schools may pose the most important and gravest educational problems of the immediate future:¹ often without academic tradition, governed by local public school officers who are oriented toward secondary education rather than the university, supported largely by local tax funds, emphasizing terminal programs of training for technical positions, and gauging their success by how many of their graduates are placed in local industry, they may not fulfill the primary mandate of higher education. When wisdom and suppleness of mind are most required, it may be that the first steps in higher education will be directed toward training rather than education, toward developing immediately practical technical skills to the exclusion of that supremely practical skill of dealing with ideas. A failure to develop intellectual indepen-

¹ See Frederick J. Wagman, "Library Requirements of the Modern College," *Library Quarterly*, XXXI (January 1961), 33-44.

dence in students and the basic habit and means of acquiring information and answers in books will cut them off from any dependable source of intellectual supply when they leave the organized support of the school.

The library mirrors the problems of the educational scheme. Teachers with heavy schedules, large classes, perhaps with experience only in secondary schools, will have no greater opportunity to "teach with books" at the higher level than they did in the lower grades, and not only do many community colleges lack the "carefully selected collection of at least 20,000 volumes," specified by the Standards, they may open with nearly empty shelves, counting upon public or other libraries to fill the gap, and may provide very inadequate funds even for respectable current growth. The Standards for Junior College Libraries,² also prescribe two professional librarians for effective service to enrollments up to five hundred students, and then state that it is their professional duty to participate actively in the educational program of the institution, give instruction in library use and bibliographic assistance to faculty, hold memberships in committees, and carry on other activities. Dr. Wagman has noted that "if both these librarians were freed of all duties relating to book selection, ordering, cataloging, and administration, if they never conferred with the faculty or a library committee or answered the phone, if they should spend every second of their time helping and advising students, and could schedule appointments as a dentist does, they would have 9.6 minutes per week for each of the five hundred."³ And statistics do not often bear out the existence of these two. Nevertheless, working with the limited number of students whom they can reach, the librarian can be one of the strongest influences in the community college for

self-education (hopefully assisted by a good book store).

The old-line colleges and universities do not remain unchanged. There are large classes, some in scores of sections, reading textbooks, outlines, excerpts, and syllabi, and shunted onto new mechanical devices—all specifically useful but directing attention away from the library, the source of knowledge with an infinite prospect for education beyond the school. Reading, alone, is a highly portable and variable tool, and when motivated by personal interest, disciplined by experience, and sustained by the habitual use of library resources and method, it plays a primary educational role. Greater encouragement must be given to the *usury* of the book—at a rate of interest above that now considered normal—if we are truly to educate the mind.

Bodily hunger has built-in signals and motivations to ward off starvation, and society has from the start given the bulk of its attention to gratifying physical needs. Now, late in the evolutionary process, when the life of the mind begins to have primary survival value, satisfying the rising demands for intellectual food and exercise must be given at least equal precedence.

Academic institutions have wider responsibilities than are symbolized by the defenses which have sometimes been raised around their intellectual and geographical boundaries. Justified by many fine arguments, even their libraries have been reluctant to accept equal responsibility in cooperation, although gestures in this direction have long been standard practice, chiefly in the form of reference service (largely by telephone) and inter-library loan (within the academic and research community). But new attitudes toward intellectual development, a wider spectrum of university students, the expansion of research, and financial encouragement from state and federal sources begin to predispose them toward closer affiliation with the rest of the intellectual

² CRL, XXI (May 1960), 199-206.

³ *Op. cit.*, p. 37.

world—at a time, be it said, when a gross enlargement of their primary load takes place. In New York a statewide plan to associate academic, research, and reference libraries to constitute a single network, with state support through direct subsidy or grants-in-aid, seems headed for implementation, and in Pennsylvania, to name one other, college libraries serve (tentatively at least) as local and regional library centers, and the usefulness of creating a statewide resource for reference and research in which academic libraries will be the core is under exploration. The millennium of library service draws nigh when academic libraries in every region proffer their major intellectual stores as stockpiles and supermarkets to support the affluent mind.

The strategy now most urgently required for library development cannot be laid out upon a large-scale map where all the fine details can be clearly seen—salaries, recruitment, tax base, central processing, paperbacks, book catalogs, machines. The master plan must be developed at a higher elevation, with the whole continent of library use in view; and with this perspective, our major objectives should be identified, responsibilities assigned, and a schedule adopted, specifying what we have to do. Then we should reach every reader, educator, and politician, every professional man, parent, and citizen, who is making up his mind about libraries (or not giving them a thought) and convince him they are as essential as jobs and schools. Thus, ultimately, we may achieve universal, compulsory library service, based upon the intellectual needs of people rather than

upon their more superficially expressed wants.

It is a dereliction on the part of the library profession that no one has yet produced so substantial a plan, for we have ready at hand a powerful protagonist for libraries that can speak to and awaken the very people we ought to reach; this is of course the N. L. W. If (representing libraries of all types) we could consolidate our major hopes, needs, and intentions, and even in a tentative way allow our small-scale objectives and fractional aims, our doubts and uncertainties to be absorbed in a comprehensive, optimum plan, we could use the structure of National Library Week to our great purpose. It is there, like the tide and sun, set in motion by all the national media of communication, and we can utilize its force to generate library service in every sector of the nation.

I am not going to discuss National Library Week (even to say what ACRL is going to do)—others will speak to it better than I—but what I want to reveal to you is that N. L. W. can stand for *National Library Weakness*, too, and that when this double meaning becomes firmly fixed in our minds, the importance of National Library Week will be more easily recognized. We are embarrassed that National Library Week in many places promotes patently inadequate services because no decent popular image of libraries exists—a reproach to our unreadiness to propose a library program we can honestly push. My N. L. W. slogan for 1964 will be: *Stamp Out National Library Weakness with National Library Week!* ■■

Conference Reports in July CRL

THE OFFICIAL ALA-ACRL CONFERENCE MATERIAL usually not available for publication in *CRL* until the September issue will be published in the July issue this year. This will necessitate a later publication date than usual; members and subscribers should receive their copies approximately three weeks after the usual date. ■■

Florida Atlantic University

The Florida Atlantic University at Boca Raton is a new institution. Among its several departures is its plan to operate a library which will incorporate the latest technological developments. The next three papers discuss some of the concepts and principles, as well as some of the basic procedures, upon which the FAU library is being organized.

New Libraries on New Campuses

By EDWARD HEILIGER

WITHIN THE PAST FEW YEARS, the author has taken part in the planning of libraries for two new campuses; one for the University of Illinois at Chicago, and one for the Board of Control for Higher Education at Boca Raton, Florida. The latter has been named Florida Atlantic University. There is one important difference between the two. The library at the new campus in Chicago has been developed over a period of sixteen years. The library at Florida Atlantic University has been started this year. The same is true of the faculty for the two institutions, although on the Chicago campus there will be a great expansion of the faculty in the near future.

How does a new library differ from one that has grown over a period of years? First, the library staff differs. Starting with a clean slate, it is possible to set up an adequate salary scale, one which is not tied to an old outlook. Librarians can now command good salaries. In a new situation, it is possible to establish this fact and set up a corresponding salary scale. At Florida Atlantic University, the beginning

Mr. Heiliger is Director of the Library and Information Retrieval Services at Florida Atlantic University, Boca Raton. This paper was presented at the 49th Conference of Eastern College Librarians, November 30, 1963, New York City.

salary for librarians just out of library school is \$7,800 a year. Faculty status for the professional library staff, which is sometimes difficult to establish in an old situation, is relatively easy to arrange on a new campus. There are those who argue against faculty status for library staff. At Florida Atlantic University, where the library staff is expected to become much more involved in the teaching program, it is essential. The library staff at the University of Illinois in Chicago has always had faculty status, and it is expected that this arrangement will continue on the new campus.

At Florida Atlantic University, the director of library and information retrieval services was hired with the stipulation that he would develop a computer-based library system. This called for staffing

with librarians who were sympathetic to this idea and were somewhat knowledgeable in the field of data processing. It also called for a staff that could approach the development of this system with an open mind and a willingness to adjust to it. This is a creative situation for a library staff and a challenge on which to bring to bear the result of its previous professional experiences.

The new university develops its own philosophy within which the library on a new campus must function. In Chicago, building and curriculum planning for the new campus was done by the faculty, including the library staff, over a period of several years. This was done by a faculty of approximately three hundred and fifty people that expected to work on the new campus and that took part in the planning of the buildings. In Florida, the work of over-all planning was handed to a commission by the Board of Control for Higher Education of Florida. The planning done by this commission had strong effects on the architectural planning of the first phase of the campus. The faculty that will be teaching on the new campus was not involved in laying down these guidelines, nor in planning the first-phase buildings. For curriculum planning in August and September of 1963 a planning workshop was held for the small group of faculty that had been appointed, and a large number of outstanding consultants was retained from universities around the country. The library staff was closely involved in planning the library building during a three-year period at Chicago. In Florida, the library staff had nothing to do with planning the library building itself, but it is involved in the equipping and arranging of facilities within the building. The library staff took part in the planning workshop in Florida.

The library on the established campus usually has the assistance of a faculty library committee. On a new campus, the library often does not have this support

until the faculty organization is complete. Some way must be developed to get faculty support for library needs, inasmuch as faculty needs are vital to the library's work. A new campus situation offers the library staff an opportunity to make another attempt to integrate the library more closely with the teaching program. At Florida Atlantic University, a high level position is being established on the library staff called Director of Liaison Services. It will be this person's business to keep track of what each professor is doing in each course and in his research work. He will make suggestions to the individual professors about ways in which the library can help him. He will then report to different members of the library staff about his findings, obtain further ideas, and relay them to the professor.

The structure of the new university calls for certain library orientation. Early in the planning of Florida Atlantic University, it was decided to have the library as one part of a large Learning Resources Area which would include five divisions. The other divisions are television and radio, learning laboratories, graphics, and learning resources facilities. The library catalog will be a catalog of not only the library materials but also other materials that will be available through the Learning Resources Area. These include: slides, films, film strips, and other visual and audio materials. The director of learning resources is responsible to the president. Another unusual facet of the relation of the library to the rest of the university is the problem of fitting the computer system developed in the library into the computer system being planned for the registrar, the business office, and the research areas in the university.

The faculty coming to a new university brings with it orientation to differing library situations. Although faculty members are alerted to the fact that they will find a different library situation, they still tend to assume that the library in the new

situation will be very similar to the library to which they are accustomed. They also frequently bring ideas about how the library on the new campus should not perpetuate some of the evils (as they see them) of the library in the institution from which they have come.

The selection of the book collection of a new library is a serious problem. The University of California, for its three new campuses, in La Jolla, Orange County, and Santa Cruz, hired a book selection team to develop a basic collection for the three campuses. The work of selection and of ordering was under the supervision of Joe Treyz. Most of the books were ordered through Bro-Dart Books and came supplied with Library of Congress cards. At Florida Atlantic University it was decided to order the same titles as have been ordered for the California campuses. Ordering was also done through Bro-Dart Industries and their processing service was also purchased. The books will be delivered with IBM book cards, with the LC classification number punched in; with book pockets; plastic book jackets; and the call number on the spine of the book. Bro-Dart may also supply Library of Congress cataloging punched into IBM cards. At present, a set of LC cards is being delivered with each book, and it is planned that one card will be used for a card shelflist and some of the other cards for experimenting with coding of cataloging for computer input. This service from Bro-Dart costs \$1.60 per volume. The average discount from them comes to about \$1.50 per volume so that the total cost is about 10c per volume over the list price of the book. The twenty-five thousand volumes which are being got from Bro-Dart on this California plan represent about one-third of the collection which is anticipated will be on hand when the library opens on September 1, and do not include out of print or foreign language material, or much of the science selection. The time element in building a collection

for a new university library differs greatly from building such a collection over a long period of years. Building a good collection should take a long time, but seldom does a library in a new situation have that kind of time. Taking advantage of this time effort by the University of California is saving FAU a great deal of time and effort. Progress is now being made on cost studies to determine the average cost of coding cataloging copy for computer input.

Older libraries often lament the amount of "dead wood" which they have. Anyone facing a new library situation soon develops an envy for older institutions just because of their "dead wood." Florida Atlantic has taken steps to acquire some of the older titles by purchasing Burt Franklin's collection. This antiquarian collection numbered about forty thousand volumes. There was an immediate need for listing these. Clerks, under the supervision of a cataloger, were set to coding for IBM listing. Each clerk, working directly from books, was able to code about thirty books an hour. The key punch operator could do each thirty in about ten minutes. The printout is by author, but it can also be by short-title or by fixed classification number. This, it is felt, is an excellent technique for listing bloc purchases.

A library in a new university has a chance to tackle anew the problem of centralization of library facilities. In Chicago, establishing a policy of centralization in library facilities was much more difficult because the faculty was on hand to express an opinion. The matter was discussed pro and con and finally went to the president for a decision. Urbana campus experience with the library system, which included thirty-five special libraries, with its duplication of books, journals, and staff, plus the inefficiencies evident in a situation where the special libraries could not be kept open many hours, probably influenced the decision. In both Chi-

cago and Boca Raton the buildings have been grouped closely together and are joined by covered walkways. This makes the campus seem to be in one very large building. Therefore it is easier to persuade the faculty to go to the central library. In Chicago, in the architectural planning for the new campus, it was specified that no more than one wall of any one room in any department could have book shelves. Both in Chicago and in Florida, planning included multiple copies of a printed catalog, with a copy in each faculty department, as well as in different places in the central library. This, plus a promise of frequent delivery service in response to telephone requests, has mollified the faculty.

As both campuses are planning computer-based library systems, something should be said about this. The system was researched on the Chicago campus and is being implemented on the Florida campus. It has been described in book form.¹ In brief, the system calls for:

1. Use of an IBM 1401 type of computer.
2. A computer-produced catalog.
3. Computer printout of book orders, overdue notices and lists, claims notices, budget information, binding lists, bibliographies, and dissemination notices.
4. A dissemination program similar to the one being used internally by IBM today. Faculty reading interest will be put on a tape that will be matched with the tape of incoming materials to produce notices addressed to individual faculty members telling them that a particular book has arrived that may be of interest to them.
5. Printout of the following control documents:
 - A. A processing information list, a frequently updated list showing the

whereabouts of items being processed by the library.

- B. A daily circulation list, posted at different places in the stacks, which will tell readers which items are in circulation (or other special locations), and when they are due back.
- C. A current serials list (three times a week) showing arrivals of current journals, expected arrival dates.
- D. A serials holdings list, annual, showing the complete holdings of journals.

Although at Florida Atlantic University, the system is to become operative on September 1, in Chicago, where campus building matures somewhat later, the date will probably be a year later. In both cases, it will be much longer before the system will be functioning perfectly. At FAU, a coding system for putting cataloging copy onto computer tape in such a way that a satisfactory printed catalog will result has been achieved. The entire library staff is practicing the new technique. The coding system for serials is being tested on both campuses. At Florida Atlantic, the computer program for output of the serials check-in cards has been written and carefully checked.

Finally, equipment budgets never seem adequate. In planning a new library on a new campus, there is an opportunity to equip the library completely with the latest and best equipment. In both Chicago and Florida, the data processing approach requires considerable equipment, and particular attention must be paid to the computer center and its equipment. At the present time Florida Atlantic University is having long discussions on the number of characters which will be needed on a computer chain that will have to be bought just because of library needs. The registrar and the business office are not interested in a sophisticated printout, but some of the research people in physics and chemistry realize the need for an ade-

¹Louis A. Schultheiss, Don S. Culbertson and Edward M. Heiliger. *Advanced Data Processing in the University Library* (New York: Scarecrow Press, 1962), 388p.

quate printout, and there is support from them.

Finally, it should be observed that a new library finds itself setting policy on

different matters almost every day. This calls for a careful examination of the old way of doing things and consideration of the newest way. ■■

The Computerized Book Catalog At Florida Atlantic University

BY JEAN M. PERREAULT

IN THE AUTOMATION of library work (or, if you will, its computerization) the catalog must be considered one of the primary targets. One of the principal concerns of the extensive research at the Chicago campus library of the University of Illinois, resulting in the treatise *Advanced Data Processing in the University Library*,¹ was the preparation of an outline of what could be done to bring the catalog into the frame of reference of the computer. The research of the University of Illinois, Chicago staff and their General Electric consultants was primarily theoretical. The research was essential but it by no means automatically brought about the solution of the problem. This solution is not directed primarily toward any new problems; it is and must be a solution for the same problems that always have been with every cataloger. But often the presence of these problems has been almost ignored because of an accumulation of too-easy, halfway solutions to dimly seen problems. Automation has the inestimable advantage over any conventional cataloging system. It cannot allow solutions which do not solve because they do not need to—their users will keep them from succumbing to their own unexamined flaws. Automation cannot allow any such “system-flaws,” because when such a system is turned over to a computer for manipulation, it will give results which re-

Mr. Perreault is Chief of Cataloging in Florida Atlantic University in Boca Raton.

fect precisely the degree of intensity given to the solution of problems *before* they arise. Systems-design is an activity worth all the time any cataloger can give to it, even those who have no intention of investing in computer hardware.

The configuration of the input document as designed by the staff of the University of Illinois, Chicago library can be described as a “bibliographic string” modeled on the tradition of cataloging at present embodied in ALA and LC cataloging rules, but with the addition to this string of “knots” occurring wherever a new element begins. These knots are symbolized on the input document in a series of numbers representing to the computer the function of the element of the catalog-text that is associated with it.

In the course of a great many conferences, notably with Louis Schultheiss of the University of Illinois, Chicago library staff and with Frederick Kilgour of the Yale medical library, several important modifications were developed in the Florida Atlantic University form of cataloging for computer manipulation. Each area of the input document was reduced to the crucial length below which reductions would begin to affect a considerable number of entries in such a way as to reduce their fullest usefulness. Flexibility was a

¹ (New York: Scarecrow Press, 1962.)

consideration wherever it was called for, short of the extreme of a printed form without internal articulation, as in the form adopted by the Columbia-Harvard-Yale medical union-cataloging project. This in effect takes all the knots out of the bibliographic string.

Together with these modifications, however, the Florida Atlantic University staff developed a casual suggestion by Mr. Schultheiss into a totally new system. This new system aims at a relaxation of the over-rigidly articulated University of Illinois, Chicago system, while remaining "knotted." The basic suggestion was to eliminate the various pre-assigned areas for the several types of main entry (each with its own code number, or knot), indicating in some other field of the input document which of the types was appropriate to that particular entry. This has resulted in the imprint-collation area in the Florida Atlantic University system being coded with just one "knot" rather than the several intended by the original outline (*i.e.*, that first designed by the Florida Atlantic University staff in close similarity to the University of Illinois, Chicago design: one each for place, publisher, date, pagination, size, all the various collational elements, series notes, other notes). In turn, each of these elements, if judged worthy of later retrievability, is entered in a separate area in coded form (for some elements as a numerical code, for the rest as a yes/no check; this technique is more fully considered in this issue in the article by Clayton D. Highum entitled "Cataloging for Document Retrieval at Florida Atlantic University").

Following are a few examples of Florida Atlantic University input documents filled in, and then as embodied.

FLORIDA ATLANTIC UNIVERSITY
LIBRARY CATALOG INPUT RECORD: A
SAMPLE OF ITS PLANNED RESULTS

Example 1 shows the input document for a simple work with conventional title;

note that area 23 ("Die Verteidigung . . .") does not trace out, since it has been made a see-reference to "The maiden's rescue," in a separate operation (*i.e.*, authority-file maintenance). Note that the Luhn-number is assigned for the convenience of the requestor, and does not necessarily correspond to the cataloger's decision as to the correct main entry.

Example 2 shows the embodiments that result from the input document; *example 3* shows that the collation code is stored on magnetic tape along with the descriptive and subject cataloging, in shelflist order, for future document retrieval purposes.

Example 4 shows the input document for a complex work; note that excess lines have been used in areas 23 and 31 *only* because of non-use of an equal number of lines in areas 70, 76, and 78; note the use of the double asterisk (**) in area 23; note also that here again the Luhn-number is assigned for the convenience of the requestor.

Example 5 shows the embodying author catalog entries; *example 6* those for the title catalog; *example 7* those for the subject catalog.

Example 8 shows the input document for an analytical entry (one of, supposedly, many from the same work shown in examples 4-7). Note that only such forms of entry as are traced in areas 70, 76, and 78 are embodied (see *example 9*); note also the use of the dotted lines in areas 10, (22), 23, and 31 for the formatting of an analytical entry.

The examples above are designed for original cataloging; the same format is to be key punched from LC copy, edited as shown in *example 10*.

The advantages and disadvantages of computerized cataloging can be synthesized in a system based on the best of traditional intentions plus new functions which only the computer can achieve with reasonable economy. These advantages include elimination of some clerical

FLORIDA ATLANTIC UNIVERSITY LIBRARY CATALOG INPUT RECORD

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60																																							
MAIN ENTRY																																							
SMYTH, JOSEPH GREEN, 1592-1651																																							
CONVENTIONAL TITLE																																							
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STADT]																																							
TITLE AND EDITION																																							
DIE VERTEIDIGUNG DES UNSCHULDIGEN,																																							
VERDEUTSCHT VON A. VON GRÖNSTADT.																																							
IMPRINT AND COLLATION (AND NOTES)																																							
WÜRZBURG, E. MEHLERS, 1903. 143 P.																																							
TRACINGS: SUBJECT CATALOG																																							
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TRACINGS: TITLE CATALOG																																							
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PR 1194.5346																																							

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40			
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CORPORATE			
UNIFORM			
ANONYM. CLAS.			
TITLE			
CITY CODE			
COUNTRY CODE			
PUBLISHER CODE			
INITIAL DATE			
TERMINAL DATE			
DISSERTATION			
FESTSCHRIFT			
TRANSLATION			
CRITICAL EDIT.			
1ST ISSUE			
LATER ISSUE			
NO ISSUE NUM.			
LIMITED EDIT.			
GENERAL BIBL.			
PRIMARY BIBL.			
SECONDARY B.			
BIBL. IN NOTES			
REPRINT PUBL. CODE			
REPRINT DATE (TERMINAL)			
ILLUSTRAT(S).			
COL. ILLUS(S).			
PLATE(S)			
COL. PLATE(S)			
PORTRAIT(S)			
COL. PORTR(S)			
DIAGRAM(S)			
CHART(S)			
TABLE(S)			
PLAN(S)			
ATLAS			
MAP(S)			
COL. MAP(S)			
FACSIMILE(S)			
COL. FACS(S)			
MUSIC			
LARGE TYPE			
FULL SCORE			
CONDEN. SC.			
INDEX			
MONAURAL			
STEREOPHON.			
W/VIS. MAT.			
W/TEXT			
4-TRACK			
2-TRACK			
4-TRACK			
8-TRACK			
15/16 I.P.S.			
1 7/8 I.P.S.			
3 3/4 I.P.S.			
7 1/2 I.P.S.			
15 I.P.S.			
BLACK + WHITE			
COLOR			
SILENT			
W/SOUND			
W/AUD. MAT.			
STEREOPTIC.			
PHYSICAL			
CULTURAL			

EXAMPLE 1

FLORIDA ATLANTIC UNIVERSITY LIBRARY CATALOG INPUT RECORD

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60																																							
MAIN ENTRY																																							
SMYTH, JOSEPH GREEN, 1592-1651.																																							
CONVENTIONAL TITLE																																							
<[THE] MAIDEN'S RESCUE. GERMAN. GRÖN-																																							
STADT]																																							
TITLE AND EDITION																																							
DIE VERTEIDIGUNG DES UNSCHULDIGEN,																																							
VERDEUTSCHT VON A. VON GRÖNSTADT.																																							
IMPRINT AND COLLATION (AND NOTES)																																							
WÜRZBURG, E. MEHLERS, 1903 143																																							
TRACINGS: SUBJECT CATALOG																																							
TRACINGS: AUTHOR CATALOG																																							
TRACINGS: TITLE CATALOG																																							
CLASSIFICATION																																							
PR3154.S34g																																							
80 0																																							

AREA 10 TO THE AUTHOR CATALOG

AREA 22 TO THE TITLE CATALOG

10 SMYTH, Joseph Green, 1592-1651.
[The maiden's rescue. German. Grön-
stadt]
10 Die Verteidigung des Unschuldigen,
10 verdeutscht von A. von Grönstadt.
Würzburg, E. Mehlers, 1903. 143 p.
PR3154.S34g

[The maiden's rescue. German. Grön-
stadt]
SMYTH, Joseph Green, 1592-1651.
[The maiden's rescue. German. Grön-
stadt]
Die Verteidigung des Unschuldigen,
verdeutsch von A. von Grönstadt.
Würzburg, E. Mehlers, 1903. 143 p.
PR3154.S34g

70
76
76
76
78
78

LUHN NUMBER
GROEVDUA31

CLASSIFICATION

PR 3154 . S346

1 2 3 4 5 6 7 8 9 10 11

IN ORDER BY CLASS NO.

TO
MAGNETIC TAPE

PERSONAL	1	REPRINT PUBL. CODE	1	MANUAL	1
CORPORATE	2		2	STEREOPHON.	2
UNIFORM	3		3	W/VIS. MAT.	3
AND LAS.	4		4	W/TEXT	4
TITLE	5		5	1-TRACK	5
CITY CODE	6		6	2-TRACK	6
	7	REPRINT (TERMINAL)	7	4-TRACK	7
	8		8	8-TRACK	8
	9		9		9
	10		10		10
COUNTRY CODE	11		11		11
	12		12	15/16 I.P.S.	12
	13		13	1 7/8 I.P.S.	13
PUBLISHER CODE	14		14	3 3/4 I.P.S.	14
	15	ILLUSTRAT(S)	15	7 1/2 I.P.S.	15
	16	COL. ILLUS(S)	16	15 I.P.S.	16
	17	PLATE(S)	17		17
	18	COL. PLATE(S)	18		18
	19	PORTRAIT(S)	19		19
	20	COL. PORTR(S)	20		20
	21	DIAGRAM(S)	21		21
	22	CHART(S)	22	BLACK + WHITE	22
	23	TABLE(S)	23	COLOR	23
	24	PLAN(S)	24	SILENT	24
INITIAL DATE	25	ATLAS	25	W/SOUND	25
	26	MAP(S)	26	W/AUD. MAT.	26
	27	COL. MAP(S)	27	STEREOPTIC.	27
	28	DISSEMINATION	28		28
	29	POSTSCRIPT	29		29
	30	TRANSLATION	30		30
	31	CRITICAL EDIT.	31		31
	32	1ST ISSUE	32	LARGE TYPE	32
	33	LATER ISSUE	33	FULL SCORE	33
	34	NO ISSUE NUM.	34	CONDEN. SC.	34
	35	LIMITED EDIT.	35	INDEX	35
	36		36	PHYSICAL	36
	37	GEN. BIBL.	37	CULTURAL	37
	38	PRIM. BIBL.	38		38
	39	SECONDARY B.	39		39
	40	BIBL. IN NOTES	40		40
	81		81		81
	82		82		82
	85		85		85

EXAMPLE 3

FLORIDA ATLANTIC UNIVERSITY LIBRARY CATALOG INPUT RECORD

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60																																																	
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TRICAL INTELLIGIBILITY OF PHILOSOPH-																																																	
ICAL TRUTHS, DURBAN, 1951.																																																	
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PAPERS [AND] REPORTS<DELIVERED AT THE																																																	
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OF THE INTERNATIONAL UNION FOR THE HU-																																																	
MANITIES BY COUNT JOACHIM ERNST VON																																																	
KIELSHEIM-MÖLLENDORFF.																																																	
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BADEN-BADEN, ADEL-VERLAG, 1952-1954.																																																	
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GRAPHS OF THE IUH, NO. 5)																																																	
TRACINGS: SUBJECT CATALOG																																																	
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TITLE	5
CITY CODE	6
COUNTRY CODE	7
PUBLISHER CODE	8
INITIAL DATE	9
TERMINAL DATE	10
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POSTSCRIPT	12
TRANSLATION	13
CRITICAL EDIT.	14
1ST ISSUE	15
LATER ISSUE	16
NO ISSUE NUM.	17
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PRIMARY BIBL.	20
SECONDARY B.	21
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REPRINT PUBL. CODE	1
REPRINT DATE (TERMINAL)	2
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2-TRACK	8
4-TRACK	9
8-TRACK	10
15/16 I.P.S.	11
1 7/8 I.P.S.	12
1 3/4 I.P.S.	13
7 1/2 I.P.S.	14
15 I.P.S.	15
ILLUSTRAT(S)	16
COL. ILLUS(S)	17
PLATE(S)	18
COL. PLATE(S)	19
PORTRAIT(S)	20
COL. PORTR(S)	21
DIAGRAM(S)	22
CHART(S)	23
TABLE(S)	24
PLAN(S)	25
ATLAS	26
MAP(S)	27
COL. MAP(S)	28
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DECORAT'N(S)	31
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LARGE TYPE	33
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FLORIDA ATLANTIC UNIVERSITY LIBRARY CATALOG INPUT RECORD

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

JOINT SYMPOSIUM ON THE MEANING OF THE
NEOPLATONIC DOCTRINE OF THE GEOME-
TRICAL INTELLIGIBILITY OF PHILOSOPH-
ICAL TRUTHS, DURBAN, 1951.

CONVENTIONAL TITLE 40 45 20 25 30 35

TITLE AND EDITION 40 45 20 25 30 35 40 1 2 3 4 5

PAPERS [AND] REPORTS DELIVERED AT THE
** EDITED FOR THE MEMBER ORGANIZATIONS
OF THE INTERNATIONAL UNION FOR THE HU-
MANITIES BY COUNT JOACHIM ERNST VON
KIELSHEIM-MÖLLENDORFF.

IMPRINT AND COLLATION (AND NOTES) 45 20 25 30 35 40 1 2 3 4 5

BADEN-BADEN, ADEL-VERLAG, 1952-1954.
3v. in 4. (CLASSICAL SYMPOSIA AND MONO-
GRAPHS OF THE IUH, NO. 5)

TRACINGS: SUBJECT CATALOG 45 20 25 30 40 45

NEOPLATONISM--CONGRESSES#GEOMETRI-
WLEDGE, THEORY OF PHILOSOPHY#

TRACINGS: AUTHOR CATALOG 45 20 25 35 40 45

KIELSHEIM-MÖLLENDORFF, JOACHIM ERNST, GRAF VON
1902- ED

TRACINGS: TITLE CATALOG 45 20 25 30 35 40 45 50

CLASSICAL SYMPOSIA AND MONOGRAPHS OF THE IUH, NO.
5

CLASSIFICATION 40 45 20 25 30 35 40

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

AREA 10 TO AUTHOR

JOINT Symposium on the Meaning of the
Neoplatonic Doctrine of the Geome-
trical Intelligibility of Philosoph-
ical Truths, Durban, 1951.
Papers [and] reports delivered at the
**. Edited for the member organizations
of the International Union for the Hu-
manities by Count Joachim Ernst von
Kielsheim-Möllerndorff.
Baden-Baden, Adel-Verlag, 1952-1954.
3v. in 4. (Classical symposia and mono-
graphs of the IUH, no. 5)
B517.J6

AREA 76 TO AUTHOR

KIELSHEIM-MÖLLENDORFF, Joachim Ernst,
graf von, 1902- ed.
JOINT Symposium on the Meaning of the
Neoplatonic Doctrine of the Geome-
trical Intelligibility of Philosoph-
ical Truths, Durban, 1951.
Papers [and] reports delivered at the
**. Edited for the member organizations
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manities by Count Joachim Ernst von
Kielsheim-Möllerndorff.
Baden-Baden, Adel-Verlag, 1952-1954.
3v. in 4. (Classical symposia and mono-
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IMPRINT AND COLLATION (AND NOTES)	15	20	25	30	35	40
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BADEN-BADEN, ADEL-VERLAG, 1952-1954.
3v. IN 4. (CLASSICAL SYMPOSIA AND MONO-
GRAPHS OF THE IUH, NO. 5)

TRACINGS: SUBJECT CATALOG	15	20	25	30	35	40
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NEOPLATONISM--CONGRESSES#GEOMETRY--PHILO
WLEDGE, THEORY OF

TRACINGS: AUTHOR CATALOG	15	20	25	30	35	40
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KIELSHEIM-MOLLENDORFF, JOACHIM ERNST,
1902- ED

TRACINGS: TITLE CATALOG

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CLASSIFICATION	10	15	20	25	30	35	40
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JOINT Symposium on the Meaning of the
Neoplatonic Doctrine of the Geometrical
Intelligibility of Philosophical
Truths, Durban, 1951.

Papers [and] reports delivered at the
 **. Edited for the member organizations
 of the International Union for the Hu-
 manities by Count Joachim Ernst von
 Kilsheim-Möllendorff.

Baden-Baden, Adel-Verlag, 1952-1954.
3v. in 4. (Classical symposia and mono-
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B517.J6

Classical symposia and monographs of
the IUH, no. 5.

JOINT Symposium on the Meaning of the
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trical Intelligibility of Philosoph-
ical Truths. Durban, 1951.

Papers [and] reports delivered at the
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 Kietlsheim-Möllerndorff.

Baden-Baden, Adel-Verlag, 1952-1954.
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graphs of the IUH, no. 5)
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FLORIDA ATLANTIC UNIVERSITY LIBRARY CATALOG INPUT RECORD

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MAIN ENTRY

JOINT SYMPOSIUM ON THE MEANING OF THE
NEOPLATONIC DOCTRINE OF THE GEOMETRICAL
INTELLIGIBILITY OF PHILOSOPHICAL TRUTHS,
DURBAN, 1951.

CONVENTIONAL TITLE 40 45 20 25 35 40

TITLE AND EDITION 40 45 20 25 35 40

PAPERS [AND] REPORTS DELIVERED AT THE
** EDITED FOR THE MEMBER ORGANIZATIONS
OF THE INTERNATIONAL UNION FOR THE HUMANITIES
BY COUNT JOACHIM ERNST VON KIELSHEIM-MÖLLENDORFF.

IMPRINT AND COLLATION (AND NOTES) 45 20 25 35 40

BADEN-BADEN, ADEL-VERLAG, 1952-1954.
3v. in 4. (CLASSICAL SYMPOSIA AND MONOGRAPHS
OF THE IUH, NO. 5)

TRACINGS: SUBJECT CATALOG 45 20 25 35 40

NEOPLATONISM--CONGRESSES#GEOMETRY--PHILOSOPHY#KNOWLEDGE,
THEORY OF

TRACINGS: AUTHOR CATALOG 45 20 25 35 40

KIELSHEIM-MÖLLENDORFF, JOACHIM ERNST VON
1902- ED

TRACINGS: TITLE CATALOG 45 20 25 35 40

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

Neoplatonism--Congresses.
JOINT Symposium on the Meaning of the
Neoplatonic Doctrine of the Geometrical
Intelligibility of Philosophical Truths, Durban, 1951.
Papers [and] reports delivered at the
** Edited for the member organizations
of the International Union for the Humanities
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3v. in 4. (Classical symposia and monographs
of the IUH, no. 5)
B517.J6

Geometry--Philosophy.
JOINT Symposium on the Meaning of the
Neoplatonic Doctrine of the Geometrical
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Baden-Baden, Adel-Verlag, 1952-1954.
3v. in 4. (Classical symposia and monographs
of the IUH, no. 5)
B517.J6

Knowledge, Theory of.
JOINT Symposium on the Meaning of the
Neoplatonic Doctrine of the Geometrical
Intelligibility of Philosophical Truths, Durban, 1951.
Papers [and] reports delivered at the
** Edited for the member organizations
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by Count Joachim Ernst von Kielsheim-Möllendorff.
Baden-Baden, Adel-Verlag, 1952-1954.
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FLORIDA ATLANTIC UNIVERSITY LIBRARY CATALOG INPUT RECORD

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MAIN ENTRY 1 2 3 4 5
AURIOCH, GERTRUDE, 1922-

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TITLE AND EDITION 40 45 20 25 30 35 40 1 2 3 4 5

DOES PLATO'S GORGIAS ANTICIPATE THE
CALCULUS OF PROBABILITIES?

IMPRINT AND COLLATION (AND NOTES) 45 20 25 30 35 40 1 2 3 4 5

v. 1, p. 392-461, in:

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PLATO. GORGIAS+PROBABILITIES

TRACINGS: AUTHOR CATALOG 45 20 25 30 35 40 45 50

TRACINGS: TITLE CATALOG 45 20 25 30 35 40 45 50

CLASSIFICATION 40 45 20 25 30 35 40

B517.J6

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ANONYM. CLAS.
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COUNTRY CODE
PUBLISHER CODE
INITIAL DATE
TERMINAL DATE
DISSERTATION
FESTSCHRIFT
TRANSLATION
CRITICAL EDIT.
1ST ISSUE
LATER ISSUE
NO ISSUE NUM.
LIMITED EDIT.
GENERAL BIBL.
PRIMARY BIBL.
SECONDARY B.
BIBL. IN NOTES

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16 COL. ILLUS(S).
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27 COL. MAP(S)
28 FACSIMILE(S)
29 COL. FACS(S).
30 DECORAT'N(S)
31 MUSIC
32 LARGE TYPE
33 FULL SCORE
34 CONDEN. SC.
35 INDEX

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3 W/VIS. MAT.
4 W/TEXT
5 4-TRACK
6 2-TRACK
7 4-TRACK
8 8-TRACK
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13 1 7/8 I.P.S.
14 1 3/4 I.P.S.
15 7 1/2 I.P.S.
16 15 I.P.S.
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22 BLACK+WHITE
23 COLOR
24 SILENT
25 W/SOUND
26 W/AUD. MAT.
27 STEREOPTIC.
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35 PHYSICAL
36 CULTURAL
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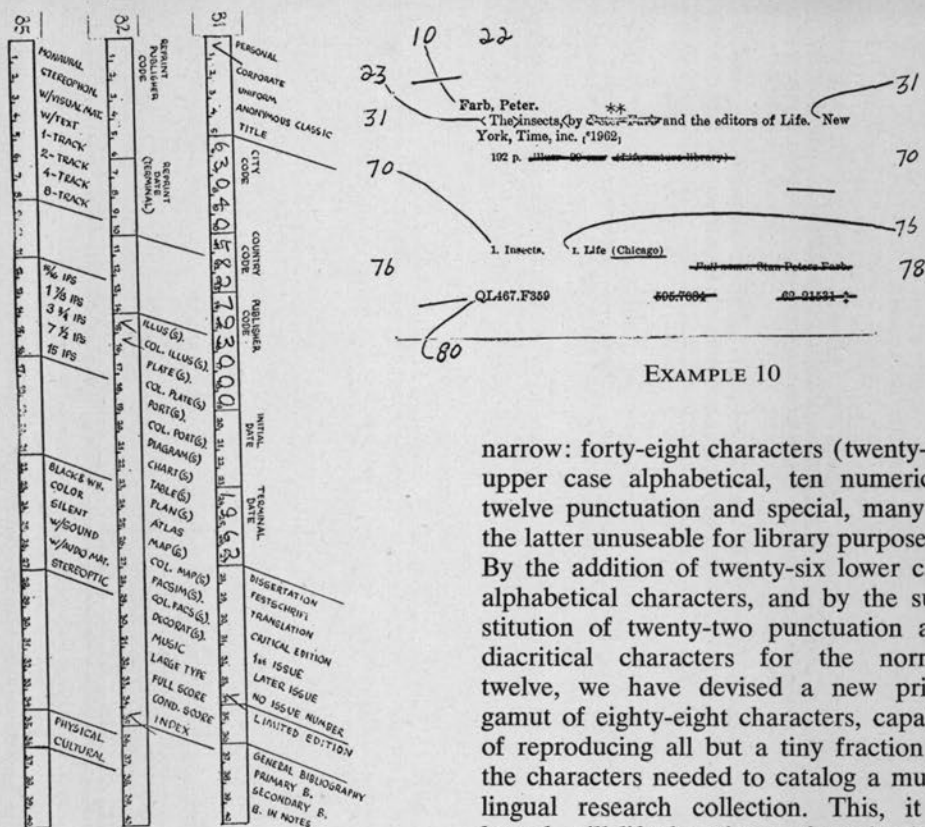
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AREA 70 (ANALYTIC TRACING) TO SUBJECT CAT.

AREA 70 (ANALYT.) TO SUBJECT

Plato. Gorgias.
AUROCH, Gertrude, 1922.
Does Plato's Gorgias anticipate the calculus of probabilities?
v.1, p. 392-461, in:
JOINT Symposium on the Meaning of the Neoplatonic Doctrine of the Geometrical Intelligibility of Philosophical Truths, Durban, 1951.
Papers [and] reports delivered at the **. Edited for the member organizations of the International Union for the Humanities by Count Joachim Ernst von Kielsheim-Möllendorff.
Baden-Baden, Adel-Verlag, 1952-1954.
3v. in 4. (Classical symposia and monographs of the IUH, no. 5)
B517.J6

Probabilities.
AUROCH, Gertrude, 1922-
Does Plato's Gorgias anticipate the calculus of probabilities?
v.1, p. 392-461, in:
JOINT Symposium on the Meaning of the Neoplatonic Doctrine of the Geometrical Intelligibility of Philosophical Truths, Durban, 1951.
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Baden-Baden, Adel-Verlag, 1952-1954.
3v. in 4. (Classical symposia and monographs of the IUH, no. 5)
B517.J6



staff (as well as elimination of the possibility of unintended variation), increase of speed (with correspondingly smaller lag between current input and output), and better control than is possible with the conventional official card system. The disadvantages often pointed out are over-rigidity, low quality physical results, and the difficulty of changeover. These must be successfully synthesized in a working system that can serve as an efficient medium for research before the inertia of the majority of catalogers can be expected to break down.

An important element in this resolution is a widening of the gamut of output print over that which many fear is a necessary concomitant of IBM implementation, or even of any computer-printer. The limitations of normal IBM print are

narrow: forty-eight characters (twenty-six upper case alphabetical, ten numerical, twelve punctuation and special, many of the latter unuseable for library purposes). By the addition of twenty-six lower case alphabetical characters, and by the substitution of twenty-two punctuation and diacritical characters for the normal twelve, we have devised a new printgamut of eighty-eight characters, capable of reproducing all but a tiny fraction of the characters needed to catalog a multilingual research collection. This, it is hoped, will lift the stigma of mechanicalness and unsophistication from computer printing of library catalogs.

There is another thesis and antithesis that must be synthesized: The thesis is "bibliographical integrity" (a phrase of Kilgour's), the good tradition of cataloging practice as built up over the long period of formulation of our "bibliographic string." The antithesis is the need, in a system which must build to a large volume of entries in a relatively short time, for the catalog to abandon its nonessential infatuation with "pure" bibliography, the need for a theory to emerge of the catalog as a finding list. This is not a finding list theory as a total antithesis to "pure" bibliography, since without bibliographical information there cannot be constructed a finding list with which to find bibliographical items, but it is rather a finding list theory as a synthesis be-

tween these poles. This is what Florida Atlantic University's system aims at; if it achieves this as well as the synthesis between the advantages and disadvan-

tages of the computer, the efforts at University of Illinois, Chicago and Florida Atlantic University will be vindicated. ■■

Cataloging for Document Retrieval at Florida Atlantic University

By CLAYTON D. HIGHUM

INCLUDED in the cataloging of library materials at Florida Atlantic University is a procedure which involves the coding of specific information for the purpose of later retrieval of these materials. This coding is done on the same transmittal sheet that is used for the descriptive cataloging of materials for the computer-produced book catalog. As is indicated in the form reproduced here, three forty-space columns are utilized for the coding of the desired information. The entire procedure may be described quite accurately as an expansion of the collation and imprint of a document. The reason for the forty-space columns instead of the eighty-space columns of the typical IBM data processing card is that the length of each column was determined somewhat by the availability of space on the transmittal sheet. Also, future expansion of the procedure will be possible without a complete reformatting of the transmittal sheet.

Some explanation for the use of the term "document" in this article might be in order. The reader will realize that the coding areas on the transmittal form include many elements not ordinarily associated with a document. First, for lack of a better term, "document" is used. Second, the retrieval discussed in this article includes types of materials other than the *typical* document. The library at Florida Atlantic University is an integral part of the Learning Resources Di-

Mr. Highum is Assistant Librarian in Cataloging at Florida Atlantic University.

vision, and as such the catalog will include all materials, book and nonbook, that comprise the collection of the entire division. Therefore, rather than attempting continually to differentiate among the many forms of material included on the coding sheet, the word "document" is being used as an all-inclusive term.

Most of the fields represented on the coding sheet are self-explanatory. Therefore, no detailed explanation will be given here. Detailed instructions have been developed, however, and are given to the catalogers to assist them in the coding.

In general terms, each labeled space that can be associated with the document being cataloged is either checked or filled with an appropriate, pre-established code. The only limit to the number of spaces checked is the document being cataloged. It is assumed that the catalogers will analyze each piece of material carefully enough to insure adequate coverage. Obviously, the more specific the analysis, the more meaningful and worthwhile a retrieval becomes to the patron. Some blank spaces have been left on the form to allow for future expansion or for the addition of elements that were forgotten or not justified for inclusion at the time the form was developed.

Field 1-5 in area 81 provides space for the indication of the type of main entry

Field 6-27 represents the imprint of a document in coded form. These codes have been developed and are in the form of alphabetical lists by city, publisher, and country. The cataloger refers to these lists for the appropriate information. Each entry in the list is given an identification number which becomes the code entered in the spaces provided on the transmittal sheet. Data to be inserted in this field are for the original source of the document. If the document is a reprint, the data are inserted in area 82, field 1-10.

The dates to be entered in 81:20-27 are those for the original issue of the document or documents being cataloged. For example, if a set of books includes volumes that were published at various times, the date of the first volume is placed in "Initial Date" (20-23), and the date for the most recent volume is placed in spaces 24-27. The "Terminal Date" of the set will be revised as more recent volumes are purchased. Single works or sets issued in a single year will be indicated with a terminal date only.

Field 28-34 of area 81 is reserved for edition data. The word "issue" is used here to eliminate the confusion that sometimes results from an attempt to define the term "edition" to the satisfaction of all concerned.

Field 37-40 is provided to indicate the inclusion of bibliographic data and to identify, more specifically, the types of bibliography in a document. This field is an example of one in which a number of spaces could be checked for a single document.

In area 82, field 1-10 provides space to code data pertaining to a reprint. A reprint is defined, for coding purposes, as being a re-issue of a work from the original plates by some publisher other than the first.

A section is provided by field 15-35 in

[illegible]

Lamanna, Carl.

Basic bacteriology, its biological and chemical background [by] Carl Laman-
na [and] M. Frank Mallette. 2d ed.
Baltimore, Williams and Wilkins [1959]

which the type of illustrative material in a document may be designated. All spaces which apply to the document are checked rather than the more general types of illustration eliminated in favor of more specific. Therefore, if a book is fully illustrated, a cataloger could expect to check ten to twelve spaces in this field to describe adequately the illustrations in the document and to insure as being more useful any retrieval requested, either partially or completely, on the basis of the illustrative material. Distinctions among various types of illustrations are made according to the definitions in the cataloging instruction manual.

Spaces are provided in area 85 for the coding of descriptive data that pertains primarily to nonbook material. One will notice, however, that spaces 26, 35, and 36 will often be used when coding printed material. Here, again, the instructions for the coding and the definitions for each heading are found in the instruction manual.

The information from the transmittal sheet is key-punched into data processing cards and ultimately read onto magnetic tape as a part of the descriptive cataloging information for a specific document. The cataloged data is stored on the magnetic tape according to the Library of Congress classification of the document, thus making possible a search of each cataloged item in the collection for specific information.

The practical result of the coding for document retrieval will be the production of bibliographies and lists of library materials for students, faculty members, and librarians that will conform to their speci-

fications in so far as the type of information they desire has been coded. One must remember that this coding procedure is not an attempt at *information* retrieval but an attempt at efficient and more worthwhile *document* retrieval.

A faculty member might ask for all first editions of an author, published in Germany during a specified period of time, with primary bibliography, and expect to receive a printed list of materials in the library collection which meet his requirements.

A student who is interested in illustrations might ask for the materials of certain organizations known to be involved in the publishing of well illustrated books, limit the request by date of publication and specify colored portraits, colored plates, and colored maps. He also will receive a list of library materials that meet his requirements.

One finds it possible to believe that the librarians at Florida Atlantic University may find much practical value in being able to cull from the collection, quickly and efficiently, special lists of materials that could greatly expedite the checking of certain specialized proposed purchases against the existing collection, or of special lists that might become excellent tools for the reference department.

The patrons of the Florida Atlantic University library who wish to avail themselves of the retrieval service will be provided with the necessary guidance to understand what types of information have been coded and the definitions of the coded headings. Obviously, such information will be essential if any worthwhile results are expected from a retrieval. ■ ■

Librarians and Information Centers

BY ALAN M. REES

THE INCREASING COMPLEXITY of modern civilization, the advent of the space age, and the consequent added significance of recorded knowledge have presented a serious challenge to the traditional practice of librarianship. The bibliographical apparatus and tradition of library service so carefully created and nurtured for many decades have been severely tested by the demand for rapid access to vast stores of highly complex and diversified information. The traditional tools of the librarian have been critically scrutinized and in many instances rejected by innovators who wish to create and systematize a more powerful and flexible information technology. The dependence of society on recorded knowledge is such that it is not surprising that radical and often intemperate solutions hold an appealing charm. The conservatism of librarianship, whether a result of the humanistic tradition or of other factors, has fanned the ardor with which innovators wish to break with traditional practices. The very ability of the librarian to adjust to a new industrialized and automated era has been questioned since it is "immaterial to society whether its thirst for recorded knowledge is quenched by librarians or by some new professional breed."¹

Response on the part of librarianship to the information needs of a changing society necessitates consideration of both means and ends—the efficiency of the technological means (traditional and non-conventional) for accomplishing present library objectives; and the definition of the objectives themselves. The former will be discussed in relation to informa-

Mr. Rees is Assistant Director, Center for Documentation and Communication Research, and Assistant Professor, Library Science, Western Reserve University.

tion retrieval and the latter with reference to specialized information centers, since information retrieval represents alternative means of achieving current library objectives, whereas the information center concept is based upon marked differences in objectives.

LIBRARIANSHIP AND INFORMATION RETRIEVAL

The so-called schism between library science and information retrieval has been grossly exaggerated. Although it is somewhat fascinating to debate the comparative merits of variants in indexing techniques, relative speeds of search, complexity of search prescriptions, relevance and recall of search output of computerized information retrieval systems versus traditional library based practices, it must be recognized that we are considering nothing more than the merits of alternative means of achieving common ends. Excessive attention to the engineering aspects of librarianship should not lead to a confusion of means with ends. The avowed aim of librarians is to provide documents which contain relevant information, or in some limited cases the information itself. Likewise, the advocates of mechanized retrieval systems offer titles, bibliographies, abstracts, and relevant documents.

A decade of debate has neither proved nor disproved the alleged superiority in terms of effectiveness and efficiency of

¹ Jesse H. Shera, "Little Girls Don't Play Librarian," *Library Journal*, LXXVII (December 15, 1962), 4486.

computerized over manual retrieval systems. No demonstrable proof has been advanced to define at what point in the operation of a traditional library system it is expedient to mechanize or under what circumstances the choice of a computerized system is preferable to that of a manual system. Test methodology to establish the comparative performance of systems is still in an experimental stage.

Moreover, coordinate indexing, descriptors, thesauri, and other devices deriving from information retrieval technology represent nothing new to librarianship. The theoretical basis of the thesaurus, for example, can in no manner be sharply differentiated from principles long known to librarians. The successful performance of the thesaurus over that provided by classification and subject headings has not been demonstrated in any systematic manner. In fact, the available evidence seems to point in the other direction.²

In short, the contributions of the innovators have not been held up to adequate scrutiny and evaluation. Differences have been emphasized, rather than similarities. The old wine poured into new bottles has not been labeled by librarians as the same old stuff. The argument with respect to technological detail has been barren and unsubstantiated and has detracted from consideration of the important matter of *what* librarians should be doing, rather than *how* they should do it. Systems analysis and experimentation will eventually yield quantitative data with respect to the efficiency of alternative means, but this can hardly replace the "somewhat shopworn dreams of the giants of our field in the nineteenth century"³

² Jean Aitchison and Cyril Cleverdon, "A Report on a Test of the Index of Metallurgical Literature of Western Reserve University," College of Aeronautics, Cranfield, England, October 1963; Cyril Cleverdon and J. Mills, "The Testing of Index Language Devices," *ASLIB Proceedings*, XV (April 1963), 106-30.

³ Ralph R. Shaw, "The Library's Role in Society Today," *Journal of Education for Librarianship*, II (Spring 1962), 182.

with objectives more appropriate to the modern world.

THE INFORMATION CENTER CONCEPT

The principal issue facing librarianship relates to *objectives*. The rapid proliferation of specialized information centers,⁴ many of which do not utilize electronic searching equipment, illustrates the point that the essential differences between librarianship and the newer concepts of information handling relate more to the type and extent of information services offered to the user than to the techniques employed to describe, store, and retrieve documents.

The increasing acceptance of the information center concept is proof that information services which go beyond the librarian's traditional conception of reference service are required and demanded. Already the role of the librarian is being usurped by the large number of persons engaged in information handling outside of the library. The information center therefore represents a more serious challenge to librarianship than was ever posed by the appearance of the computer on the library scene.

The information center concept is based upon several assumptions. The transfer of information is considered to be more complex than the acquisition, storage, and retrieval of documents as

⁴ It is necessary at this point to indicate that I accept the definition of specialized information centers advanced by G. S. Simpson: "A scientific information center exists for the primary purpose of preparing authoritative, timely and specialized reports of the evaluative, analytical, monographic, or state-of-the-art type. It is an organization staffed in part with scientists and engineers, and to provide a basis for its primary function, it conducts a selective data and information acquisition and processing program." *American Documentation*, XIII (January 1962), 43. This definition can be supplemented by that of Cohan and Craven, who consider that an information center represents the unification of "library, patent, translation, report writing, archival, abstracting, literature research, editorial, communications, and publication activities within a single information facility." Leonard Cohan and Kenneth Craven, "Science Information Personnel," (New York P.O. Box 624, Radio City Station: 1961), p.11. I in no way consider special libraries as information centers even though they may designate themselves as such.

the physical repositories of information. Storage and retrieval are only a part of the total information transfer chain which extends from the generation of the information itself to the ultimate utilization of the information by users. The excessive emphasis upon retrieval as such and accompanying mechanical aids does not recognize the fact that many information services are cluttered with redundant, useless, and inconsequential trivia which should never have been written, let alone incorporated into a retrieval system. The flood of scientific publication is so great that "scientific information centers are necessary to reduce, analyze and shrink to manageable proportions all such data and information."⁵

A further assumption is that document retrieval cannot be equated with information retrieval. "A pile of documents on a manager's or researcher's desk is of little use; it is information he needs." The user is consequently not informed but is "overwhelmed with a pile of reports instead of a concise answer to a question."⁶ The information center offers selected, specific, and synthesized information derived from a carefully preselected store of documents.

A sharp distinction is made between such centers and libraries. The whole spirit and tradition of librarianship, it is argued, has been dominated by the notion that the librarian's primary task is to connect the user with documents which contain the information he is seeking and that librarians either will not, or cannot, go beyond the furnishing

of documents. Since information and documents are not identical, the librarian is providing addresses of information and not information itself. Document retrieval is therefore only "a prerequisite to information retrieval and an information retrieval system that stops short of transferring information from one human mind to another is inadequate."⁷ The problem therefore involves the transfer and dissemination of information and not just the retrieval of relevant documents.

The traditional role of the librarian has in fact been confined to *document handling*, and techniques have accordingly been developed to describe documents in suitable indexing languages to permit subsequent retrieval of abstracts of documents or possibly the documents themselves. The information center emphasizes *information processing* and the dissemination of information derived from documents. Users are furnished with processed information in an assimilable form with direct and explicit relationship to their research interests.

The information center is a "technical institute, not a technical library. It differs from a library in that those who operate the specialized information center are expected to know, in the usual manner that a scientist knows, the contents of the material contained in the center." Information is processed by information specialists in a manner which is alien to the technical library in that the "input of the specialized information center is documents and uncorrelated data; its output is reviews, correlated data, compilations."⁸

The user of the information center differs from the library patron in the degree of delegation which he is willing to

⁵ G. S. Simpson, *op. cit.*, p.48.

⁶ Jerome B. Wiesner, in *Surgeon General's Conference on Health Communications*, November 5-8, 1962, U.S. Department of Health, Education and Welfare, *Public Health Service Publication No. 998*, p.95. See also D. J. Foskett, *Classification and Indexing in the Social Sciences* (London: Butterworth's, 1963), p.5: "... there is a useful and valid distinction to be made between examining the literature to see whether it contains any information that appears to be relevant to a given topic, and actually studying the literature thus selected to decide whether its information has value for one's own research. The establishment of relevance is not the same as the establishment of value."

⁷ Alvin Weinberg, "Science, Government and Information," Preprint of an article in *International Science and Technology*, March 1963, pp.4, 5.

⁸ *Ibid.*, p.5. See also "Science, Government and Information: the Responsibilities of the Technical Community and the Government in the Transfer of Information." A Report of the President's Science Advisory Committee, The White House, January 10, 1963. (This is known popularly as the Weinberg Report.)

assign. In the case of library based reference service, the user delegates the task of *searching* to a trained reference librarian who furnishes the question-asker with a list of relevant documents in the form of titles, abstracts, or possibly the actual documents. The question-asker approaching the information center delegates not only the search function but also much of the judgment involved in selecting information appropriate to his information needs. He therefore assigns the task of reading, digesting, selecting, critically evaluating, and synthesizing information derived from documents and relating the information to the specific information need which initiated the question. Judgment as to the significance of search output is therefore exercised.

The information center therefore differs from the library with respect to four main points:

1. Degree of delegation on the part of the information requester.
2. Exercise of judgment and evaluation as to the significance and merit of the identified documents relative to the information needs of the requester.
3. Provision of information and not documents.
4. Processing of search output into a variety of search products—state-of-the-art review, critically compacted data, digests, and so on.

LIBRARIANS AND INFORMATION CENTERS

The somewhat rigid differentiation between librarianship and the information center concept represents a present trend in the development of information services. It does not, however, imply that this polarization is desirable or inevitable. Moreover, some special libraries do indeed furnish selected information and thereby approximate the services of information centers; conversely, many information centers provide documents with

only limited processing of information.⁹

Within librarianship there is an increasing awareness of the role of the librarian in the total information transfer chain. The Special Libraries Association recently scheduled a panel discussion on the Weinberg Report at the association's annual convention.¹⁰ Rothstein considers that "reference service represents a new dimension in librarianship" and that the "chief pattern now is to decide on the proper dimensions of that service."¹¹ "Both the needs of our clients and our own self-interest say that we should look for ways to work at greater range and depth, to do always more and not less."¹²

The history and development of reference service and special librarianship make the function and scope of the specialized information center the natural birthright and responsibility of the library profession. In the same manner that reference service as presently understood replaced the older concept of "access to librarians" and "aid to readers" the provision of synthesized information extracted from documents or the compilation of the state-of-the-art review is a natural extension of reference work. "The modern librarian," wrote Dewey in 1885, "is active and not passive. He is as glad to welcome a reader as the merchant a customer . . . he magnifies his office and he recognizes in his profession an opportunity for usefulness to his fellows inferior to none."¹³

⁹ As of November 1961 there were 427 information centers listed in the National Science Foundation *Directory of Specialized Science Information Services in the United States*. This does not include many classified centers within such agencies as the Department of Defense. Not all centers listed can, however, be considered as such, since they are not centers according to the definition cited above.

¹⁰ "Special Librarians and the Weinberg Report," *Special Libraries*, LIV (July-August 1963), 325-32.

¹¹ Samuel Rothstein, "Reference Service: the New Dimension in Librarianship," *College and Research Libraries*, XXII (January 1961), 12.

¹² *Ibid.*, pp. 17-18.

¹³ Quoted by Samuel Rothstein in *The Development of Reference Services through Academic Traditions, Public Library Practice and Special Librarianship* (ACRL Monograph, No. 14 [Chicago: ACRL, 1955]), p. 25.

The services of the information center can therefore be viewed as the most developed point of a continuum which began in 1865 with the publication of Samuel Swet Green's paper, "The Desirableness of Establishing Personal Intercourse and Relations Between Librarians and Readers in Popular Libraries." Simpson, the leading exponent of the information center concept, concedes that "conventional libraries were sufficient up to the twentieth century. Specialized libraries then developed to supply services not available from conventional libraries. Specialized information centers are but an extension of that trend."¹⁴

The rapid rise and increasing acceptance of such centers can in large part be attributed to the unwillingness of special librarians to provide new dimensions in reference services. A whole spectrum of information services can be identified which range from the provision of specific documents, answering of "spot" questions, conducting of bibliographical searches to the synthesized state-of-the-art review. At the far end of this spectrum the librarian would be an active participant in the research process, rather than an interested bystander with his hands full of printed text.

It is hardly possible for librarians to maintain that the responsibility for the establishment, operation, and management of information centers does not rest within librarianship. The information center concept should be used to "advance our own programs of making our libraries more closely satisfy the total information requirements of our organizations."¹⁵ It is hardly flattering for special librarians to be informed that, unlike libraries, information centers are user-oriented; handle data rather than documents in many instances; operate at the information fron-

tier; and have highly selective and aggressive acquisition programs.¹⁶

One can only conclude that librarianship cannot permit the abnegation of the traditional function of the librarian—to satisfy the information needs of clientele. It is not possible for librarianship to slough off the responsibility of catering to the highly specialized and rapidly changing information needs of scientists and engineers. A new breed of librarians will be required, possessing both scientific knowledge and training in the application of appropriate and proved information handling techniques. The significance of adequate educational programs in this connection cannot be overemphasized.¹⁷ The future librarian must be concerned with the total information problem and must be as expert in the evaluation, selection, dissemination, and presentation of information as in the techniques of storage and retrieval.

A recent writer proposes an "open-skies system of library service which will be conspicuously outgoing, steadfastly oriented towards use and unquestionably effective. And with this achievement will come honor, and glory, and status, and power, and money, and a far larger share of the academic kingdom. But we must justify our existence—it will be no giveaway."¹⁸ A new definition of library objectives is necessary before the implementation can begin. No amount of discussion with respect to technological detail can achieve this for librarianship. ■ ■

¹⁶ Walter M. Carlson, Director of Technical Information in the Department of Defense recently observed that, "within the broad pattern of scientific and technical information, the research libraries and their associated staffs are fitting effectively into a rather clearly defined role—a role in which they serve a primarily archival function and are mainly concerned with the published literature. *Special Libraries*, IV (January 1964), 14.

¹⁷ Alan M. Rees, "New Dimensions in Library Education—The Training of Science Information Personnel," *Special Libraries*, LIV (October 1963), 497-502. See also Jesse H. Shera, "Toward a New Dimension in Library Education," *ALA Bulletin* (April 1963), 313-17.

¹⁸ Neal Harlow, "Open-Skies System of Library Service," *Journal of Education for Librarianship*, II (Spring 1962), 189.

¹⁴ Simpson, *op. cit.*, p.48.

¹⁵ Winifred Sewell, in "Special Librarians and the Weinberg Report," *Special Libraries*, LIV (July-August 1963), 331.

National Referral Center for Science and Technology

By JOHN F. STEARNS

SEMANTICS plagues us all. It is understandable that this should be the case when an information center sets out to define the terms on which successful mechanized retrieval depends. That this should be the case also when trying to draw the line between a "reference" service and a "referral" function is less to be expected. Yet the distinction that marks these two concepts has often been a problem for the National Referral Center in conveying an understanding of the role it is playing among the many organizations and institutions which today are striving to bridge the gap between producers and users of scientific and technical information.

The National Referral Center for Science and Technology was conceived as a central point at which data would be gathered, not on scientific and technical subjects, but on the extremely varied and increasingly numerous activities which, in some form, accumulate, process, and disseminate scientific and technical information. Using these data the center would—as it is already doing—help those in need of information by putting them in touch with those who can provide it. This role of intermediary deserves emphasis. The center does not acquire scientific or technical literature, it does not index articles, nor does it process reports. It does not respond directly to technical questions, it does not prepare bibliographies, nor does it retrieve evaluated data. It does help strengthen and straighten the pipelines carrying today's heavy information flow by functioning as a "switching mechanism" within the complex scientific and technical community.

Mr. Stearns is Chief of the National Referral Center . . . which is in the Library of Congress.

Established in the Library of Congress with the support of the National Science Foundation, the center was given three basic tasks: to identify all significant information resources in all fields of science and technology, including the social sciences, and to "catalog" them in the greatest possible detail in terms of scope, characteristics, and capabilities; to insure full utilization of these resources by suggesting to inquiring organizations or individuals where their needs for specific materials can best be met and by publishing directories and listings of information resources in selected fields; and to examine, on the basis of actual operating experience, the interrelationships within the nation's scientific and technical information network.

In clarifying the first task and in describing just what it means by an information resource, the center has again run into semantic obstacles. Most of us think of sources of information in the bibliographic sense of a specific journal or a particular report, and we wish to find the title and page which provide the immediate solution to our problem. The center is concerned with sources of information in this generally understood sense only insofar as it informs someone in search of a particular document where appropriate document collections are located. The term "resource" was chosen to indicate not books or pages, but places and people.

Special libraries, whether within the

academic, industrial, or government framework, rank high among the resources with which the center hopes to establish continuing cooperation. Data and document centers, and indexing and abstracting services are also important information resources. The Center's interests extend, however, to the many capabilities which are built in to meet special needs of a particular organization, but which are in many cases known only to those within the organization. An information resource may consist of the background knowledge accumulated in connection with research performed by a government or private laboratory. It may consist of a collection of botanical specimens typical of a particular geographic area, of specialized studies made in support of the work of an agricultural experiment station, or of consulting services provided by a professional society through its members.

During the past several months the Center has asked thousands of universities, professional societies, trade associations, government agencies, and private industrial firms just what kinds of resources exist and has attempted to establish a register on which to draw for its referral services. The question posed is in essence: "What do you do?" The details needed in answer to this question, however, go far beyond general statements on subject specialization, size of collections, or reference or consulting services which are available. A physics library, for example, may be particularly strong in a narrow area of the field. It may include holdings that are valuable because they provide complete coverage of the literature for a particular time period, or because they include foreign materials. The center must know where such strengths lie, years of coverage, and the languages represented. A professional engineering society may announce that it provides reference and consulting services. Since few agree on what is to be assumed under

this general statement, the center attempts to establish whether reference service includes answers to technical questions and bibliographic assistance, the extent of such assistance, and whether consulting services are provided by the staff of the society or through referral to society members. Of particular importance to the center are the conditions or restrictions which govern the use of a particular resource. Much of the wealth of scientific and technical information accumulated by private research groups is, for many reasons, not available to "outsiders." The center wants to find out what part is available and to what extent it is available. Similarly, government-sponsored activities are often described as accessible only to "qualified persons." The center wishes to know the qualifications needed. For the small, specialized library, limited staff and time are often a matter of concern which the center must take into account in making referrals.

All these considerations are essential not only in order that a requester may be referred to the resource most appropriate to his specific need but also to avoid referral to a resource which restricts its services to special users.

Although constant additional "input" will be necessary for a long time to come if the center is to consider itself truly knowledgeable with regard to the tens of thousands of resources which serve to meet the demands of today's science and technology, it tackled its second stated task by initiating referral services last spring. Relying on the records already accumulated on a few thousand resources and on the skill of an experienced referral staff, the center has during these brief months handled requests which are about to pass the one-thousand mark. Both spontaneous comments and solicited feedback from those who have received referral assistance have indicated that the "road sign" which the center represents is welcomed by many who are trying to

choose paths in finding the address they are looking for.

The inquiries received to date cover an interestingly broad spectrum. They have dealt with such subjects as radiation shielding; heat transfer in relation to rocket nozzles and thrust chambers; corrosion resistance of galvanized steel; application of cryogenic materials to the freezing of food products; cause and effect of the deterioration of paper; care of laboratory animals; human problems posed by automation; fiber optics; solution mining; germicidal agents in use with air conditioning; cooling systems for ruby lasers; ultrasonic techniques for cardiovascular monitoring; methods of cutting living bone tissue; behavior of marine animals during solar eclipses; sea farming; geomorphological data confirming or rejecting the hypothesis of an expanding earth; national resources for brain research; and structural design requirements for the housing of elephants. These requests have come from individuals, educational institutions, government agencies, professional and other nonprofit organizations, and private industry. How such requests are handled may best be illustrated by specific examples.

The information specialist of a refining company who wished to locate sources of information on solution mining was referred to the Northern Ohio Geological Society, the United States Patent Office, the Michigan College of Mining and Technology, the Colorado School of Mines, and to a private company. In addition, the Engineering Societies library was suggested as a more general resource.

To the records management director of another company concerned with the cause and effect of the deterioration of paper, the center suggested that he contact the Office of Records Management at the National Archives, the Virginia State library, the Prevention of Deterioration Center, and the Technical Association of the Pulp and Paper Industry.

The graduate student who wrote to the center for information on methods of cutting living bone tissue was referred to the National Library of Medicine, the Science Information Exchange, the Brooke Army Medical Center in Texas, and the Army Medical Equipment Development Laboratory in New York State.

In these cases, as in all others, a brief description is given of the kinds of data, material, and services provided by each resource cited to indicate to the inquirer the nature of the assistance he may expect. The more background the center is given in terms of sources which someone in search of information may already have tapped and the purpose the requested data is to serve, the more effective the center can be in pinpointing the most suitable resource and in opening channels of exploration, thereby achieving its formally stated goal of "insuring the full utilization of existing resources."

There is a two-way-street aspect of the center's function which deserves particular emphasis and which bears discussion as it relates to college and research libraries. The center is vitally interested in obtaining information on the activities of such libraries and hopes that they will list their capabilities with the center. Equally important is what the center can do for the librarian. Referral functions are an integral part of any effective library, but in many instances workload and other considerations may limit the extent of such services. The National Referral Center provides a point of recourse to which the librarian may turn or to which he may direct his clients. The two-way street implies that the center wishes to insure use of local resources by knowing where they are and what they can do and at the same time provide support for these resources in cases where satisfaction of a request presents a problem. Limited operational experience has already indicated that many persons are not aware of the library facilities that are available

in their immediate area. The center wishes to create this awareness and encourages inquirers to turn first to the resources that are geographically most convenient to them.

The center also hopes to assist libraries through its publications program which is now being developed. Directories describing information services in various subject fields will be issued and regularly updated, providing ready tools for librarians in handling questions requiring referral. Announcement will be made when these directories become available. Under consideration, also, is a system of cataloging for eventual mechanized retrieval of the data which are being gathered. This system must cover not only subject specialization, but language input and output, type of services, operational limitations, organizational affiliations, sponsorship, and administrative statistics. Those who have dealt with the problem of cataloging books, journals, and reports are in a particularly good position to understand that this is a task which will require both ingenuity and time.

Its third function, "examining the interrelationships within the nation's scientific and technical information network," the center will be able to approach only when its knowledge is sufficient for ready retrieval of all significant information resources in a given field and when the inquiries received by the center have reached statistically meaningful numbers. Such analysis will in effect be a balancing of the books, showing whether existing resources are adequate to meet information needs as reflected by those who have turned to the center for assistance.

Looking farther into the future, the National Referral Center also foresees exploration of information resources abroad. The letters of general inquiry which have come from information centers in foreign countries show that the information problem is a universal one. The center hopes that it will eventually be in a position to serve as a linkage not only within the national but also within the international information network.

■ ■

More about Statistics

THE FOLLOWING LETTER has been received by the President of ACRL in answer to a letter sent to the U.S. Commissioner of Education by George M. Bailey, executive secretary of ACRL at the request of the ACRL Board of Directors, and published in *CRL* in March (page 110).

I want you and the members of your Association to know I appreciate the many letters received during the past month commending the Office of Education and specifically the Library Services Branch on the publication of "Library Statistics of Colleges and Universities, 1962-63."

You may be sure that we shall continue to work to improve both the quality and quantity of the returns, the speed of publication, and the analysis of the results. We value your efforts to help and encourage us.

Francis Keppel, U.S. Commissioner of Education

NOTE: Supplementary statistics for approximately 20 per cent of college and university libraries will be published this year for 1962-63 by the Library Administration Division of ALA. They will be available, at cost, for distribution at the LAD booth during the St. Louis Conference. ■ ■

Interlibrary Loan Policies On Dissertations and Serial Publications

By JANE W. GATLIFF and SYLVIA FOREMAN

IN ORDER to establish a guide for making future requests, an informal survey was conducted by the Ohio State University libraries interlibrary loan service in the spring of 1963. This survey had three purposes: (1) To establish the correct date of participation of libraries which participate in the University Microfilms dissertation project; (2) To determine in general the extent of deviation from the policy of not lending dissertations available from Ann Arbor, and specifically to find out which libraries continue to lend after the date of their participation; and, (3) to learn the periodical loan policy of selected libraries.

Questionnaires were sent to 148 colleges and universities. The survey attempted to include all United States and Canadian libraries listed in the *Index to American Doctoral Dissertations* as participants in the University Microfilm dissertation program together with those libraries used most frequently by the OSU interlibrary loan service for periodical loans. A total of 141 replies was received, of which 138 were utilized in this report.

The results show that of the 121 libraries which cooperate in the University Microfilms project, forty-five continued to lend dissertations written after the date of beginning participation. The balance will not lend those written after the date joined. Although 115 libraries have had copies available for loan since the beginning of their doctoral programs, twenty-two have never lent theirs.¹ Twenty-nine

¹ These figures include libraries which do not belong to University Microfilms. Of the University Microfilms participants, 101 have had dissertations available for loan prior to the date of joining, twelve have not.

Miss Gatliff is Librarian and Miss Foreman is Library Assistant, Interlibrary Loan Service, Ohio State University.

of those that continue to lend have a microfilm copy which is sent out rather than a typed copy. In all cases the library must have two copies of the dissertation in its collection before one will be lent. Table 1 shows the dates at which institutions began participating and the loan policy on dissertations written after those dates.

Although it is difficult to generalize, it would appear that those libraries whose agreement with University Microfilms dates prior to 1953 are more willing to lend typed copies than those whose participation began in 1954 or later. Of the ninety-one libraries that began filming dissertations between the years 1954-1963, twenty-five or 27.4 per cent continue to provide either a typed or film copy on loan. Of the twenty-three libraries that began filming between 1938-1953, thirteen or 56.5 per cent continue to lend. The majority of libraries that participate joined University Microfilms in the eight-year span between 1952-1959.

Periodicals are still available for loan at 100 of the 138 libraries. However, of that number fifty-one will, under certain conditions, automatically (without prior notice) photocopy the material requested. Table 2 shows the distribution of libraries photocopying articles of various lengths, the criterion most often used to determine whether requests will be filled by loan or photocopy. Six libraries fur-

TABLE 1
DISSERTATION LOAN POLICY IN RELATION TO
DATE OF JOINING UNIVERSITY MICROFILMS, INC.

DATE JOINED	NO. OF LIBR.	NO. LENDING THEREAFTER	NO. LENDING BEFORE
1963	5	0	5
1962	6	0	4
1961	5	2	4
1960	7	2	5
1959	12	7	7
1958	9	3	8
1957	6	1	6
1956	5	0	3
1955	10	3	7
1954	15	1	14
1953	11	6	10
1952	10	5	9
1951	3	1	3
1950	4	3	4
1949	1	0	1
1948	1	0	1
1947	1	1	1
1942	1	1	1
1940	1	1	1
1938	1	1	1
Date Unknown	7	7	7

nish free photocopy. Five of those that still lend but do not automatically photocopy indicated that this policy would be changed in the near future. Thirty-eight libraries do not lend their periodicals under any circumstances, but eighteen of

these will automatically photocopy requests for articles of varying lengths.

Only twenty-four libraries out of the sixty-nine that automatically photocopy supplied detailed information on their charges and billing procedures. Sixteen libraries have minimum charges; eight do not. Five libraries have a minimum charge of \$.50, seven have \$1.00, and three libraries reported minimums ranging from \$1.25 to \$2.00. Five libraries reported stamps were acceptable as payment for charges of \$1.00 or less, and one will accept stamps to the amount of \$2.00. Sixteen do their own billing and collecting of charges; two delegate this task to the university business office. Two allow borrowing libraries to set up a deposit fund from which the lending library draws to cover the cost of photocopies. At one library the borrowing library must purchase coupons in advance which it then uses to pay for the photocopies. Finally, eight libraries indicated that the procedure followed for supplying photocopies of requests that originated as interlibrary loans differed from that

TABLE 2
PERIODICAL LOAN POLICY AND NUMBER OF
LIBRARIES WHICH AUTOMATICALLY
PHOTOCOPY JOURNAL ARTICLES

	Lend	Do Not Lend
Number	100	38
Number automatically photocopy	51*	18
No. Pages		
1-5	10	3
6-10	20	8
11-20	12	5
21 and over	1	2

* Six libraries, one in the 1-5 pp. category and five in the 6-10 pp. category, indicated that they automatically photocopied only if the borrowing library had previously agreed to this policy. Two libraries failed to indicate the number of pages, although they said they automatically photocopied material. These eight libraries have been included in the total of fifty-one but do not appear in the table indicating the number of pages photocopied.

followed for regular photoduplication requests. These figures, although they represent less than half the libraries supplying photocopies in lieu of loans, give some indication of the wide variation in procedure followed by the libraries.

The survey shows a trend toward greater restrictions on the loan of serial publications together with an increase in the substitution of photocopy. This may be due to the fact that the wealth of material being published daily makes it impossible

for any one library to contain a high percentage of the resources its researchers will need to consult. Moreover, the number of graduate students and other researchers is rapidly increasing. With the development of inexpensive and rapid methods of photocopying it is possible for libraries to keep research materials where they are available to their own students and faculty and at the same time enable them to meet the growing demands from other libraries for materials. ■■

Association of Research Libraries

The 63rd meeting of the Association of Research Libraries was convoked at 2 P.M. on Sunday, January 26, at the Edgewater Beach Hotel in Chicago. The topic of the afternoon session was "Operations Research in Large Libraries." Philip Morse, professor of physics and director of the Operations Research Center at Massachusetts Institute of Technology, pointed out how a mathematical model of a library can be one more source of guidance than has been available in the past to a library manager who must make a decision. Robert Roy Hall, dean of the school of engineering science at the Johns Hopkins University reported upon a study in that institution of prospects for mechanizing circulation control and for utilizing computers to predict growth rates, to identify volumes for retirement, and to indicate titles of which more copies are needed. Warren J. Haas, associate director of the Columbia University libraries, described SCUL—or, Simulation of the Columbia University Libraries. A mathematical model now between 8 and 10 per cent complete, SCUL is expected to aid in determining for that system an optimum level of user satisfaction for the money spent upon library service. Vigorous discussion ensued.

In the evening session it was announced that the Linda Hall and Huntington libraries had accepted invitations to membership in ARL. Edward G. Freehafer (NYPL) was elected vice chairman and chairman-elect, and G. Flint Purdy (Wayne) and William Locke (MIT) were elected to the board of directors. It was voted that the association should devote priority attention to increasing centralization of the nation's cataloging effort. Two grants were announced—both from CLR—one to fund a conclave on the acquisition of Africana, and another to enlarge the *Farmington Plan Newsletter*. John Cronin (Library of Congress) described problems relative to LC's catalog search service and to its circulation of lists of books not located in NUC. Gordon Williams (Midwest Inter Library Center) reported progress in efforts to see the pre-1952 NUC in print. The Librarian of Congress invited attention to the study of *Automation and the Library of Congress* and requested response from the membership. Reports were heard from several committees which had not filed written reports or which needed to alter or amend previously filed reports, and the meeting was adjourned at 10:30 P.M.—D.K. ■■

News from the Field

ACQUISITIONS

THE LIBRARY OF UCLA on February 20 acquired a copy of the first printed edition of the complete works of Plato—*Opera Omnia*, 1513—its two-millionth book. The gift was from members of the faculty, alumni association, Regents, and Friends of the Library. The two-million-and-first volume, arriving the morning of the presentation ceremonies for the Aldine Plato, was a ninth-century Arabian astrological work, Albumazar's *De Magnis Coniunctionibus*, Ratdolt, 1489, the gift of the University of California library in Berkeley and of its librarian, Donald Coney.

UNIVERSITY OF CALIFORNIA, San Diego, has acquired the ten-thousand volume library of Américo Castro, Hispanic scholar who is professor-in-residence of Spanish literature at UCSD.

STANFORD UNIVERSITY libraries in early February received the eighty-drawer index for the Stark theater collection compiled by Samuel Stark during the past twenty-five years. This completes the collection which was presented by Mr. and Mrs. Stark to the Stanford theater library last year and which is now being arranged.

Stanford University libraries also has received a gift of 548 volumes of general English literature from the estate of Mildred D. Chidester.

Mrs. and Mrs. Stewart Marshall of Palo Alto have presented to Stanford a collection of rare items including the Bologna 1495 edition of the *Opera* of Pico de Mirandola, a first edition of *De Re Metallica*, Basle, 1556, two other sixteenth-century editions, two seventeenth-century editions and the Berlin 1928 reprint of the first. The gift also included Agricola's *De Mensuris et Pondibus Romanorum atque Graecorum*, Basle, 1550.

The Charlotte Ashley Felton memorial library at Stanford University has recently received a large collection of Jack London books and manuscripts from Christian de Guigne of San Francisco. The collection includes fifty-three first editions, typescript

copies of nine poems and two novels, and thirty-five articles in magazine form; letters from London to friends, and the original drawing for the frontispiece of "Son of the Wolf."

UNIVERSITY OF HAWAII's Hilo campus has received a collection of one thousand volumes in the fields of drama, the theater, avant-garde verse, and nineteenth-century American fiction from James I. Hubler.

Carl G. Stroven, university librarian at the University of Hawaii in Honolulu has presented eight hundred volumes to the Hilo campus library to form a basic collection of English and American literature.

UNIVERSITY OF KENTUCKY library has received a large part of the library of the late Dr. Emmett F. Horine including his collection on Daniel Drake and his times, and materials on the history of medicine and medical schools in Kentucky, and medical bibliography. Dr. Horine had already donated his collection on William Harvey to the library of Chandler medical school of the university.

GENERAL FOODS CORPORATION has given to Baker library of Harvard business school records dating from 1814 for the Walter Baker Chocolate plant, including journals, ledgers, cashbooks, payrolls, and sales journals, and examples of labels, receipt books and advertising.

THE PERSONAL PAPERS of Sherman Adams have been presented to Dartmouth College by Mr. Adams. The papers include letters; typescripts and page proofs of his autobiography; and campaign materials, appointment books, speeches, statements and texts of press conferences from his years as assistant to President Eisenhower.

THE PAPERS of Norman Cousins, editor of *Saturday Review*,—some forty-five boxes of them—have been presented to the Brooklyn College library by Mr. Cousins.

HOFSTRA UNIVERSITY library has acquired some eleven hundred books from the library of the late James Truslow Adams, the gift of his widow. The volumes deal with American colonial history, Civil War

history and the antebellum South, and English history and literature.

SCORES, SKETCHES AND LETTERS of major composers from 1890 through 1940, appraised at more than one million dollars, have been presented to the New York public library by the Robert Owen Lehman Foundation. They will be available to research scholars at the branch library at Lincoln Center for the Performing Arts, scheduled to be open in 1965.

Lincoln Center branch also will house the Toscanini memorial archive now being brought together. The archive will comprise microfilm of original music manuscripts and other material.

NEW YORK UNIVERSITY has been presented with a fifteen-thousand volume collection of out-of-print books by Appleton-Century-Crofts division of Meredith Publishing Company. Special items will be added to NYU's Fales collection.

A SELECTION of mounted Bible pages printed in several languages a century or more ago, a page from an early missal, and a contemporary Ethiopian composite painting of Solomon and Sheba were presented to Western Reserve University by Stanley Slotkin of Cleveland.

OHIO STATE UNIVERSITY libraries have acquired letter collections of Hart Crane and Louis Bromfield. The Crane papers include letters and postcards from the poet; the Bromfield group includes letters to the author from Gertrude Stein, F. Scott Fitzgerald, Ernest Hemingway and Ezra Pound.

THE PAPERS of the late Senator Estes Kefauver have been given to the University of Tennessee library by his widow through a memorial foundation.

AWARDS, GRANTS AND SCHOLARSHIPS

WINNERS of the Edwin Corle memorial book collection contest at University of California, Santa Barbara, are Peter E. Hanff, Denis Dutton, and Sybil Anne Davis. Mr. Hanff, first prize winner, is the university library's nominee for the Amy Loveman national award.

DR. FRANK B. ROGERS, director of Denison library at the University of Colorado medical center, was presented with the high-

est award of the U.S. Public Health Service—the Distinguished Service medal.

RESEARCH IN ART HISTORY at the National Gallery of Art will be supported by a grant from Samuel H. Kress Foundation amounting to \$40,000 each year for five years, with the object of publishing fine art books for sale at prices lower than those now current.

MRS. LUETTA COLVIN MILLEDGE of Savannah (Ga.) State College has been awarded the Freedoms Foundation's George Washington Honors Medal for her play, *Let Freedom Ring*, written for National Library Week at the request of Savannah State College library and presented on radio station WSOK last year. Mrs. Milledge has written a television play, *Promises to Keep*, for National Library Week this year.

CARLETON COLLEGE, Northfield, Minn., has received an unrestricted grant of \$10,000 from the International Nickel Company. The fund will be used for establishment of a curricular materials library to support the work of teacher education at Carleton.

THE CONCORDIA HISTORICAL INSTITUTE of St. Louis has received a research grant for one thousand dollars from the Concordia Publishing House, for the preparation of a general bibliography of the Lutheran Church-Missouri Synod.

A GRANT of \$20,000 for staffing the Library/USA exhibit at the New York World's Fair has been made by the Council on Library Resources. This supplements the \$55,000 already contributed by private industry, library associations, and other sources. The fund will be used to provide training for 288 professional staff members of the exhibit in the philosophy of the exhibit and the applications of electronic data processing equipment and techniques and their significance for library operations.

THE UNIVERSITY OF TEXAS graduate school of library science has received a \$125,000 grant from the Ford Foundation to inaugurate a program for the preparation of librarians and bibliographers for work in the Latin American collections in the United States. A total of \$75,000 will be made available for fellowships and scholarships during two academic years, 1964/65 and 1965/66: three fellowships up to \$5,000; five \$3,000 scholarships the first

year; and ten \$3,000 scholarships the second year. Information and application forms may be secured from Robert R. Douglass, Director, Graduate School of Library Science, Box 7576, University Station, Austin, Tex. 78712.

TWO UNIVERSITY LIBRARIES received first honor awards and five other academic libraries received awards of merit in the second Library Buildings Award Program sponsored by ALA, the American Institute of Architects, and the National Book Committee. First honors went to the Charles Patterson Van Pelt library of the University of Pennsylvania, Philadelphia, and the Beinecke rare book and manuscript library at Yale University, New Haven, Conn. Awards of Merit went to the Hollis F. Price library, LeMoyne College, Memphis, Tenn.; Leverett House library at Harvard University, Cambridge, Mass.; Archbishop Alemany library at Dominican College, San Rafael, Calif.; Otto G. Richter library, University of Miami, Coral Gables, Fla.; and Lafayette College library, Easton, Pa.

TESTS OF RECORD PLAYERS for use by libraries will be conducted by ALA's Library Technology Project working with funds granted by the Council on Library Resources. The tests, at a projected cost of \$9,050, should result in a revised edition of *The Testing and Evaluation of Record Players for Libraries*, first published in 1962 by LTP and now out of print.

FORD FOUNDATION has granted \$280,000 to support construction, equipping, and servicing of a new library at Trinity College, University of Dublin, Ireland. The present library contains eight hundred thousand volumes, and has no more storage space for annual acquisitions of some twenty thousand volumes.

THE INSTITUTE OF SOCIAL STUDIES, The Hague, Netherlands, will add to staff and collections using a \$25,000 grant from the Ford Foundation.

LIBRARY DEVELOPMENT and a computer center will be funded by the Ford Foundation with a grant to Mexico's National School of Agriculture at Chapingo providing computer rental, additional faculty, and fellowships to increase the number of staff available to the center; and a librarian, books, periodicals and equipment plus an in-service training program for the library.

BUILDINGS

LOS ANGELES STATE COLLEGE library was dedicated on February 12 as a memorial to the late John F. Kennedy, thirty-fifth President of the United States. The dedication came at a time when a major addition to the library is being planned; the projected addition would increase stack capacity from two hundred and fifty thousand volumes to eight hundred and twenty-six thousand and provide additional reader stations for twenty-seven hundred students, at a cost of \$6,300,000.

ST. PROCOPIUS COLLEGE at Lisle, Ill., dedicated its new library building on April 12. The \$700,000 structure will accommodate one hundred and ten thousand volumes, an audio-visual auditorium seating one hundred, a microfilm room, language laboratory, Slav culture center, seminar rooms, and rare book room.

NATIONAL AGRICULTURAL LIBRARY facilities at the Agricultural Research Center, Beltsville, Md., were projected in the 1964 federal budget, which provided \$450,000 for preparation of plans, specifications, and drawings. Cost of the facility of some 256,000 square feet is expected to be about \$6,780,000; plans should be completed by April 1965. The collection of the library now totals some 1,212,000 volumes at present housed in the "South Building" of the U.S. Department of Agriculture.

CONSTRUCTION has started on an addition to Princeton University's Firestone library, to house the Scheide collection of rare books and manuscripts. At the same time exterior work will be done on a second addition to the library to house other additions to the rare book and manuscript collection of Princeton University library. Work on the addition should be completed by late fall.

AN ADDITION to University of Dayton's Albert Emmanuel library will double the size of the building at a cost of some half-million dollars. Work was started in March and is scheduled for completion by September.

THE LIBRARY COMPANY OF PHILADELPHIA is planning a new building next to the Historical Society of Pennsylvania, with completion scheduled for about May 1966 at a cost of some one-and-a-half million dollars.

The present Ridgway building has been sold, and the new building will continue the name. It is expected that there will be full cooperation and a physical connection with the Historical Society; it is planned to deposit all of the manuscripts of the Library Company with the Society, and the rare books of the Society with the Library Company, and to maintain a joint print, map, and drawing department.

LETOURNEAU COLLEGE's new \$250,000 library was dedicated in February. The college is in Longview, Texas.

THE U.S. ARMY ENGINEER Research and Development Laboratories at Fort Belvoir, Va., has new quarters for its library in the technical engineering building completed last August. A microfilm reading room and a general reading room are provided, in addition to accommodation for the collection of twelve thousand books and three-thousand bound volumes of journals.

MEETINGS

THE THIRD ANNUAL INSTITUTE of archival administration will be held on July 12-August 15; cosponsors are the department of history and the graduate school of librarianship of the University of Colorado, in cooperation with the Colorado State Archives. Inquiries should be addressed to D. C. Renze, University of Denver, Dept. of History, Denver, Colo. 80210.

INTERNATIONAL ASSOCIATION OF AGRICULTURAL LIBRARIANS and Documentalists conference has been announced for October 5-7, 1965, at Washington, D.C.

LIBRARIANS IN ATTENDANCE at the Colloquium on Experimental Colleges at Wakulla Springs, Florida, on April 5-8 included George Bailey, Robert T. Jordan, Orwin Rush, Louis Shores, and Lee Sutton.

A WORKSHOP ON COMPUTER PROGRAMS in library operations is being planned for June 1-26 by the University of Illinois, Urbana. Workshop director will be Kern W. Dickman, assistant director of the statistical service unit of the university; laboratory practice work will be in charge of Hillis L. Griffin, information systems librarian at Argonne National Laboratories.

UNIVERSITY ARCHIVES will be the theme of the Allerton Park Institute sponsored by the University of Illinois graduate school of

library science next Nov. 1-4 at Monticello. Rolland E. Stevens is institute chairman.

THE NINTH SEMINAR on the Acquisition of Latin American Library Materials sponsored by the Pan American Union will be at Clayton, Mo., on June 25-27. Washington University libraries will be host. The seminar working papers on bibliography, book publishing, and exchange of publications from Bolivia, Ecuador, Paraguay, Peru, and Uruguay will be published with the report of the seminar by the Pan American Union. Further information on participation may be obtained from Andrew J. Eaton, Director of Libraries, Washington University, St. Louis, Mo.; on program and working papers from Miss Marietta Daniels, Associate Librarian, Pan American Union, Washington 6, D.C.

ALPHABETIC SUBJECT INDEXING was the topic of a seminar held at Rutgers University on March 12 and 13; National Science Foundation was the sponsor of this as of two previous seminars. John Metcalfe of the University of New South Wales, Australia, was the first-day speaker; on the second day of the seminar a panel of experts discussed and added to Mr. Metcalfe's presentation. Panel members were Richard Angell, Library of Congress; Charles Bernier, National Institutes of Health; Lea Bohnert, C-E-I-R, Inc., and Cyril Cleverdon, ASLIB Cranfield Project, with Susan Artandi of Rutgers as moderator. Bella Shachtman of the Library of Congress spoke at Thursday evening's banquet.

ST. JOHN'S UNIVERSITY in Jamaica, Long Island, N.Y., began its annual one-day congress of librarians with Edwin Castagna, director of Enoch Pratt free library in Baltimore, who spoke on "Three Who Met the Challenge"; continued with panel discussions, and ended with luncheon and Charles Steinberg of CBS, who spoke on TV and the reading habits of the American public.

THE BOARD OF DIRECTORS of the South-eastern New York Resources Council held an organizational meeting at State University College, New Paltz, early in March, to foster cooperative services among the reference and research libraries of the area. Representatives of one community college and four college libraries, two research libraries and two public libraries were present.

A CONFERENCE on technical information center administration directed by Arthur W. Elias, manager of the scientific information section of Wyeth Laboratories at Radnor, Pa., will be held at Drexel Institute of Technology June 15-17. Drexel is also offering a public relations workshop during the same three-day period, directed by Donald H. Hunt, library career consultant, and designed for librarians and library school students. Information and registration blanks for the technical information center conference may be obtained from Marjorie Kirschman; applications and information for the public relations workshop from Mrs. Marilyn Filderman; requests for either should be directed to them at the Graduate school of Library Science, Drexel Institute of Technology, Philadelphia 19104.

THE SIXTY-THIRD ANNUAL MEETING of the Medical Library Association will be in San Francisco, June 1-5, at St. Francis Hotel. Mrs. Carmenina Tomassini, University of California medical center library, San Francisco, is general chairman.

Two seminars are scheduled for June 1 at the St. Francis by the MLA Committee on Continuing Education. "Basic Punched Card Principles for Librarians" will deal with use of machines and the capabilities of basic data processing. "Implications of Machines in Medical Libraries" is intended for medical librarians already using machines.

COMPUTER TYPESETTING will be the subject of a meeting in London in July; exact dates have not yet been announced. Further information may be obtained from the Institute of Printing, 44 Bedford Row, London W1, England, sponsor, with the Printing and Allied Subjects Research Association, of the meeting. Such correspondence should be marked "Computer Typesetting Meeting 1964."

MISCELLANY

COLORADO WOMAN'S COLLEGE, East Denver, has opened to the public its library of some forty thousand volumes, three-hundred-twenty-five periodical titles and its collections of tapes, phonorecords, and slides. Free access is extended to everyone; a fee of ten dollars is charged for check-out privileges by anyone not connected with CWC.

REPAIRS and installation of ventilating equipment in the main reading room of the Library of Congress has closed the room for the first time in sixty-six years. Reopening will be in the autumn.

AS A RESULT of a meeting last July of the National Bureau of Standards and the General Services Administration, at which blemishes in microfilm negatives was discussed, the GSA has issued an interim policy on microfilming permanent records which states that it will not approve disposal of records of permanent value based on retention of microfilm copies. Agencies have been asked to inspect samples from collections of negative microfilms and to report to GSA; and have been advised that, since blemishes have not been observed in positive microfilm, permanent records should be copied on positive film as soon as possible.

FIVE UNIVERSITIES IN THE WASHINGTON, D.C., AREA—American, George Washington, Howard, Catholic, and Georgetown—have set up a Joint Graduate Consortium to establish policy for a five-year cooperative program, by which graduate students registered in any one of the universities may take the courses and use the libraries and other facilities of all five. Each of the universities will retain autonomy at the graduate level, and will contribute to the support of the Consortium. Elmer West will serve as executive secretary, and offices will be in the Brookings Institution.

RESEARCH and educational activities of the National Agricultural library, Agricultural Research Service, Federal Extension Service, and Cooperative State Research Service have been coordinated within the U.S. Department of Agriculture under the Director of Science and Education, Nyle C. Brady.

SEVEN FIRMS were fined on January 25 in Chicago in a case involving price-fixing and customer allocation in the sale of metal library shelving. Those fined were Sperry Rand, Art Metal, Globe-Wernicke, W. R. Ames, Estey, Hamilton, and Virginia Metal Products. The prosecution pointed out that these seven firms account for 95 per cent of the total metal library shelves sold in this country.

GODDARD SPACE FLIGHT CENTER at Greenbelt, Md., plans to augment its library

collection with seventy thousand volumes, journals, and technical publications in aerospace sciences. The program will be developed by John I. Thompson Company, using digital computers, and the entire collection will be assigned to computer memory, with automatic printout of the catalog.

WASHINGTON UNIVERSITY, St. Louis, designated a section of Olin library as a permanent memorial to the late Arthur Holly Compton at dedication ceremonies on March 15.

NEBRASKA STATE TEACHERS COLLEGE, Chadron, has been renamed Chadron State Teachers College.

CORTLAND (N.Y.) STATE COLLEGE students have assessed themselves five dollars per semester for library books, for the next academic year. This will increase the book budget of the college about thirty-two thousand dollars. State funds for book purchases are expected to total about forty-five thousand dollars for the same period. Student leaders who organized the referendum, using the ALA Standards for College Libraries as a yardstick, pointed out that the library collection at Cortland should provide more than twice the present number of volumes; and that use of the collection has more than doubled in the past two-and-one-half years.

ALLIANCE COLLEGE library has established a Union Catalog of Polish-American history. Six scholarly libraries with substantial Polish collections are now cooperating; others are asked to write to UCPAH, Alliance College Library, Cambridge Springs, Pa. 16403.

CUMBERLAND UNIVERSITY, Lebanon, Tenn., established in 1842, has had several professional schools including law, medicine and divinity, but today operates a junior college program only. As academic programs changed, volumes were withdrawn from its library and stored, until finally there were more than seven thousand, with imprints dating from the sixteenth to the nineteenth centuries on subjects ranging from mathematics to theology. In February, the Joint University Libraries at Nashville bought the total stored collection and moved it to Nashville.

ABSTRACTING AND INDEXING services representatives met in March at San Antonio, Tex., to discuss scientific and technical communications problems and ways in which

the National Federation of Science Abstracting and Indexing Services might react to changing trends. The membership approved an expanded program which will concentrate on increasing the number of studies and research projects and provide a forum for membership and other interested groups. Plans have been evolved for a working conference late this year to restructure the federation and broaden the membership base.

JAGIELLONIAN UNIVERSITY, founded in the fourteenth century by Casimir the Great in Krakow, Poland, celebrates its six-hundredth anniversary this year. In Leninigrad, the library of the USSR Academy of Sciences celebrates its two-hundred-fiftieth anniversary, and the Saltykov-Shchedrin public library observes its one-hundred-fiftieth anniversary. In recognition of these milestones, a Troika Anniversary Tour of Czechoslovakia, Poland, and USSR has been arranged for librarians, publishers, and scholars. A Balkan extension of the tour will incorporate Rumania, Bulgaria, Hungary and Yugoslavia. Further information may be obtained from Slaviana Documentation Service, 110 Morningside Drive, New York 27.

Archives and Manuscripts in Libraries, 2d ed., by Philip Hepworth, is number eighteen in a series of pamphlets issued by the Library Association (Great Britain). Price is 12s, available from the association, Chaucer House, Malet Place, London WC 1, England.

MICROFILM POSITIVE copies of the Soviet national bibliography of books and pamphlets from 1907 to 1946 are available from the Photoduplication Service of Library of Congress. The complete set of eighty-five reels, including spools, boxes and postage, costs \$825.00. Prices for individual reels available on request.

STUDIES IN COORDINATE INDEXING, five-volume set covering implementation and operation of modern indexing techniques (now out of print), by Mortimer Taube, published by Documentation, Inc., has been issued in microfiche or flat sheets of microfilm called Ducoform. A related volume, *Information Storage and Retrieval: Theory Systems and Devices*, published hardbound by Columbia University Press in 1958, is also available on microfiche. The sixth volume of the Studies will be published on

July 1 in hardbound copies, and will be available in microfiche from the same publisher.

EDUCATIONAL FACILITIES LABORATORIES INC., established by the Ford Foundation, has published *Bricks and Mortarboards*, dealing with college planning and building; it includes a chapter on college and university libraries by Alvin Toffler. Single copies are available free from the publisher, 477 Madison Ave., New York 10022.

THE DEPARTMENT OF ECONOMICS and the Center for Regional Economic Studies of the University of Pittsburgh have revived the former Johns Hopkins publication, *Economics Library Selections*. The first issues will catch up with the period since 1962

when publication was suspended, and there will be a ten-year cumulative index. Editorial inquiries should be addressed to the Department of Economic Library Selections List, 211 S. Ditheridge St., Pittsburgh 13. Subscription correspondence should be sent to the Subscription Dept., Gordon and Breach Science Publisher, Inc., 150 Fifth Ave., New York 11, N.Y.

Index to Periodical Articles Related to Law is published quarterly by Roy M. Merzsky and J. Myron Jacobstein, with annual cumulations. Editorial and subscription correspondence should be addressed to Prof. Jacobstein, Stanford University law library, Stanford, Calif. 94305.

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Rare Books in Natural History

A PRECONFERENCE institute on the bibliography of natural history will be sponsored by the Rare Books Section of ACRL on June 25-27 at the University of Kansas, Lawrence, and Linda Hall library, Kansas City. The program will focus attention on the rare books, manuscripts and illustration in the historical studies of the natural sciences. Some of the speakers will be William T. Stearn, British Museum (Natural History); Jacob Zeitlin, antiquarian book dealer; Robert Mengel, University of Kansas; Sten Lindroth, Uppsala University, Sweden; Vivian Lee, Stanford University; Frans A. Stafleu, Utrecht, Netherlands; Richard C. Rudolph, University of California, Los Angeles; and Robert C. Stauffer, University of Wisconsin.

The conference registration fee is \$30, which includes all meals except breakfast, lodging at a university dormitory, and other conference expenses. Registration will be limited to 175. Anyone wishing to attend should send a check in the amount of \$30 to Thomas R. Buckman, Director of Libraries, University of Kansas, Lawrence, before June 15. All members of the Rare Books Section will receive a conference registration form and other details by mail. However, registration is not limited to Rare Books Section members. Advance registrations may be claimed after noon on Thursday, June 25. Transportation will be provided Thursday from Kansas City air terminal, to Lawrence, and also from Lawrence to Linda Hall in Kansas City on Saturday.

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Personnel

EMERSON JACOB has been appointed librarian at California State Polytechnic College at San Luis Obispo after having served for five years as librarian at the Ritter library of Baldwin-Wallace College, Berea, Ohio. A native of Ohio, he received his AB at Mount Union College, MSLS from Western Reserve, MA in history from Columbia, and in 1961, his PhD in history from Western Reserve.



Dr. Jacob

Dr. Jacob's previous positions were as assistant librarian at Mount Union College, acquisitions librarian at the University of Maryland, and from 1948-58, acquisitions librarian at Michigan State University. At Michigan State he helped build up the research collections during a period when the university was developing an extensive graduate program. At Baldwin-Wallace College he successfully supervised the transfer of the book collection into the new Ritter library in 1959.

During his tenure at Baldwin-Wallace, Dr. Jacob has been active in programs for interlibrary cooperation sponsored by the Cleveland Commission on Higher Education. He has also been an active participant in the informal meetings of the Northeastern Ohio Academic Librarians Group. Never an ivory-tower professional, Dr. Jacob has combined his scholarly subject interests with a keen interest in current affairs and has always been most generous in offering professional advice and assistance to other librarians in the Northeastern Ohio area. At California Polytechnic he will assume the responsibility for library service at a growing institution. To this responsibility he will bring a broad and varied experience which should prove an immeasurable asset to academic librarianship in California.—*Stuart A. Stiffler.*

Denison University has announced the appointment of BENJAMIN M. LEWIS as librarian to succeed Lois E. Engleman, who has held that position since 1948. Dr. Lewis has been librarian at Hamline University, St. Paul, Minnesota, since 1955. He will assume his new duties at Denison in August.

A graduate of Ohio Wesleyan University, Dr. Lewis earned the Distinguished Flying Cross and Air Medal and Cluster as an Air Force first lieutenant during World War II. He earned the Master of Arts, Master of Arts in Library Science, and the Doctor of Philosophy degrees at the University of Michigan where he also held a teaching fellowship in 1948-50. Prior to his position at Hamline, he was assistant librarian at Eastern Illinois State College in Charleston. In addition to his library duties at Hamline he has also served as tennis coach, and he has brought distinction to both positions. The Hamline University Library Hour which has brought lectures of interest to the campus was inspired by Dr. Lewis.

A scholar with research interests in the history of publishing in America, he is currently writing an essay on engravings in early American magazines for inclusion in *Books in America's Past: Essays Honoring Rudolph Gjelsness*. Earlier publications include "An Introduction to American Magazines, 1800-1810"; "Guide to Engravings in American Magazines, 1741-1810"; and "Register of Editors, Printers and Publishers of American Magazines, 1741-1810." Dr. Lewis is a member of ALA and of Minnesota Library Association and has also participated in meetings of Midwest Academic Librarians.

Dr. and Mrs. Lewis, the former Lois Maujer, have three children, Gary 18, Robert 16, and Nancy 10.—*John Parker.*

APPOINTMENTS

DONALD AXMAN has accepted a position as assistant chief of the cataloging department at University of North Carolina library, Chapel Hill.

DONALD A. BAIRD has been appointed li-

brarian of the Simon Frazer University, Vancouver, B.C.

MRS. RAGNILD BAINSFATHER has been appointed assistant reference librarian at Massachusetts Institute of Technology, Cambridge.

MARY LEA BARHAM is now readers' service librarian at Midwestern University, Wichita Falls, Tex.

MRS. LUCILLE BEDAN is special science and business studies librarian at University of Notre Dame (Ind.).

FLEMING BENNETT is now librarian at Florida Experiment Station in Gainesville.

CHARLES BEYMER is head of the general science library for the college of University of Notre Dame.

EDWARD M. BOSWORTH is assistant cataloger at Temple University library, Philadelphia.

JEAN BOWEN is now librarian of the Rodgers and Hammerstein phonorecord archive at New York public library.

JOHN C. BRODERICK has been appointed specialist in American cultural history in the LC manuscript division.

RUTH ELIZABETH BROWN is catalog-reference librarian at the Institute for Cancer Research at Philadelphia.

MRS. HELENA H. BRYCHTA is on the staff of the acquisitions unit at National Institutes of Health library.

MRS. SALLY BURG is head of the records section of University of Notre Dame library.

S. K. CABEEN became assistant to the director of the Engineering Societies library in New York on Feb. 1.

JOHN KENNETH CAMERON has been appointed chief of the reader services division of Air University library, Maxwell Air Force Base, Ala.

JOHN M. CARTER has been appointed head of circulation at Mitchell memorial library, Mississippi State University.

ELIZABETH M. COCK is head librarian at Georgian Court College, Lakewood, N.J.

LEWIS C. COFFIN is now law librarian and general counsel at the Library of Congress.

HELEN M. COOPER will become librarian at Wilson College, Chambersburg, Pa., in August.

EARL CLIFTON COVINGTON, JR., has been

appointed librarian in the Department of the Army in Germany, France, and Italy.

DON S. CULBERTSON has been named librarian for research and development at Colorado State University, Fort Collins.

BETTY JANE LOUISE CURTIS is administrative librarian in the Department of the Army, Korea.

MRS. GERI DECKER is on the staff of the humanities department of the University of Notre Dame's college library.

MATHEW DEE is now assistant personnel librarian at Ohio State University, Columbus.

BELA DEMETER has been appointed to the catalog division at Stanford University libraries.

ELIZABETH C. DEVLIN is assistant reference librarian at Amherst College.

JOE DIXON is now librarian of Brevard College in North Carolina.

SANDRA JEAN DYE has joined the catalog division of the University of Washington library, Seattle.

JERRY ANN EICHHORN has been appointed librarian in the Department of the Army, serving Germany, France and Italy.

BETTYE H. ELLISON has joined the undergraduate library of the University of Washington, Seattle.

BETTY FEENEY has been appointed associate librarian of New York Academy of Medicine library.

JANE FLENER has been named assistant director, Indiana University libraries, Bloomington.

JEAN E. FOULKE is chief of readers services at the National Institutes of Health library.

MRS. OMNEYA T. FOZ is with the acquisitions department at University of Notre Dame library.

EMIL F. FREY has been named associate librarian at Mayo Clinic in Rochester, Minn.

ASHBY J. FRISTOE began work in January in the acquisitions department at University of North Carolina library, Chapel Hill. Mr. Fristoe has special responsibility for serials.

MELVYN WAYNE GELFAND has been appointed to the staff of the business library at Temple University, Philadelphia.

ROBERT M. HAYES has been appointed to the UCLA school of library service as pro-

fessor in residence. Dr. Hayes will teach and direct research in the field of information science.

KENT HIRST has been named cataloger in the music library at Ohio State University, Columbus.

T. MARK HODGES is now head of circulation at Harvard medical library in Boston.

EUGENE A. HOLTMAN is acquisitions librarian at Illinois State University, Normal.

DAVID HOWELL was appointed head of the catalog department Mississippi State University on Feb. 1.

MRS. SUZANNE HUBBELL is acquisitions librarian at Trenton (N.J.) State College.

ROSEMARY HUBER has been appointed assistant librarian at Quincy College in Illinois.

DONALD HUFFSTUTLER has been appointed circulation supervisor at Washington University school of medicine library in St. Louis.

MARJORIE R. HYSLOP has been named associate director of the American Society for Metals documentation service, Metals Park, Ohio.

THEODORE IVANUS has been appointed to the newly established position of librarian of the East European and Soviet studies program at University of Notre Dame.

WAN-WAN JERNG is a cataloger in the descriptive cataloging division of the Library of Congress.

MRS. BEVERLY JOHNSON has accepted appointment with the acquisitions department of UCLA libraries, and will work on the Latin American studies program.

MARY L. KLINGELHOEFFER is special services librarian at Erlangen and Herzo base libraries, Department of the Army, Germany.

FELICE KRAMMEN is circulation librarian in the school of social work at University of Pennsylvania, Philadelphia.

DOROTHY MARTHA KUNKLE is librarian at the Eastern Utilization Research and Development Div., Agricultural Research Service library at Wyndmoor, Pa.

ROBERT H. LAND has been named chief of the general reference and bibliography division in the reference department of Library of Congress.

ELIZABETH LAUTENSCHLAGER is assistant

librarian at the school of dentistry and pharmacy of Temple University, Philadelphia.

JEAN M. LEGG is head of the engineering library at Ohio State University, Columbus.

GEORGE I. LEWICKY has been appointed assistant director of Library/USA at New York World's Fair.

MR. JIH-MING LIN has been appointed to the staff of the Far Eastern library at University of Washington, Seattle.

ELEANOR MCGONAGLE has been named Lindgren librarian at Massachusetts Institute of Technology, Cambridge.

MRS. ELIZABETH C. MCNAIR has been named librarian of Coker College in Hartsville, S.Car.

MRS. HAZEL MARSH is a new member of the humanities department staff in the college library at University of Notre Dame.

BERYL MARTHA MATTHEWS is assistant in the social sciences department at University of Maryland library, College Park.

JUDITH LOUISE MILLER is reference assistant in East Stroudsburg (Pa.) State College library.

EVELYN MOORE has joined the Washington University school of medicine library as research associate for machine methods.

GERALD EDWARD MORRIS is assistant librarian at Mystic Seaport library in Mystic, Conn.

MRS. AIMEE MUTHER is now a reference librarian at Agricultural Experiment Station, University of Florida, Gainesville.

LINDA LEE MYERS is reference librarian at the technical library of E. I. duPont de Nemours & Co., Wilmington, Del.

MRS. PANNA M. NAIK is assistant librarian at the South Asia regional studies library at University of Pennsylvania, Philadelphia.

RALPH NIELSON is a cataloger at University of Idaho library, Moscow.

MICHAEL NIKOROVICH is a cataloger at Cheyney (Pa.) State College library.

JUDITH OPENLANDER has been named humanities librarian in the college library at University of Notre Dame.

MRS. MARIANNE OPPENHEIMER is circulation librarian at Beaver College, Glenside, Pa.

GERHARD H. ORTON is assistant in the catalog department at Temple University libraries, Philadelphia.

MRS. MAXINE OTTE has been appointed assistant cataloger, Chicago Teachers College, North.

NANCY PARSLY is a cataloger in the Eastern Baptist College library, St. Davids, Pa.

MRS. SHERRILL PERRY recently joined the staff of the San Francisco State College library as assistant social science librarian.

IRWIN H. PIZER has joined the New York State University Upstate Medical Center, Syracuse, as librarian.

RICHARD G. PRESSER has been named assistant to the librarian at Manhattan School of Music library.

DIANA PRIESTLY became librarian of the faculty of law at University of Toronto in January.

MRS. HELENE RESHETAR has joined the acquisitions staff of the University of Washington library, Seattle.

REGINA SAU-LIN RO joined the humanities division of the University of North Carolina library, Chapel Hill, in February.

MRS. MARY E. ROCOURT is now assistant in the catalog department at Northwestern University libraries, Evanston, Ill.

SHIRLEY RODGERS has accepted a position in the business administration library at UCLA.

RICHARD W. RYAN began his new duties as assistant catalog librarian at Denison University, Granville, Ohio, in January.

WILLIAM RYAN is head of the humanities department in the college library at University of Notre Dame.

STEPHEN R. SALMON has accepted the post of assistant director of libraries at Washington University, St. Louis. Mr. Salmon has been assistant chief of the Library of Congress photoduplication service.

ANITA M. SARGENT is a new reference division staff member at University of Washington libraries, Seattle.

ALLEN SCHELL is a new member of the general science department in University of Notre Dame's college library.

MARGARET JANE SCHNURE is assistant librarian and archivist at Susquehanna University, Selinsgrove, Pa.

RUSSELL SHANK, assistant university librarian at the University of California, Berkeley, will join the faculty of the school of library science at Columbia University

at the start of the 1964/65 academic year.

MRS. CAROL SKRENTNY is a cataloger in the descriptive cataloging division of Library of Congress.

DANIEL C. SNIVELY is now assistant librarian at Indiana (Pa.) State College.

MICHAEL J. SPENCER is a reference librarian at Ohio State University libraries, Columbus.

MRS. RUTH SPIECKER has been appointed science librarian at Northwestern University, Evanston, Ill.

MRS. YASUKO TERANISHI has been appointed to the acquisitions staff at University of California libraries, Berkeley.

ROBERT E. THOMASON has been named assistant university librarian at University of California, Irvine campus.

JAMES VOLNY is the new assistant head of the general science department in the University of Notre Dame's college library.

ROBERT WALLACE became librarian of the University of Kentucky's new Prestonsburg Community College in February.

LARRY WELCH has been appointed circulation librarian at the University of New Mexico.

ERNEST E. WEYRAUCH has been named education librarian at Indiana University.

MRS. SUE WHETSTONE has been appointed a member of the humanities department staff in the college library at University of Notre Dame.

DONALD K. WILSON became reference librarian at Virginia Polytechnic Institute in March.

SARAH E. WILSON has been named librarian of the University of North Carolina chemistry library, Chapel Hill.

WILLIAM G. WILSON is joining the staff of Enoch Pratt free library after four years on the staff of Beloit (Wis.) College library. Mr. Wilson has been head of reference services at Beloit for the past two years.

BARTON L. WIMBLE is now a reference librarian at Chenery library, Boston University.

THEODORE O. WOHLSEN is now a cataloger at Rush Rhees library, University of Rochester (N.Y.).

MARY H. YEAGER is now army librarian at Pirmasens library, Muenchweiler Hospital, D'Isly Kasern, Germany.

NECROLOGY

CATHERINE ANDERSON, head cataloger at Tennessee state library and archives in Nashville, died on Dec. 15. Miss Anderson had been head of circulation at Joint University Libraries and cataloger at Florida State University and at the University of Houston libraries.

MRS. MARGARET WILSON FAYER, head librarian at Middlebury College's Starr library for eighteen years, died on January 26.

HARRY W. HART, JR., since 1949 librarian at Columbia College, died on March 18.

MRS. MARJORIE S. MARDELLIS, for the past nine years in charge of UCLA's Slavic cataloging program, died on March 17.

HILDA L. RAYSON, a member of the Library of Congress cataloging staff from 1935 until she retired in 1963, died on March 17.

IRENE SAARIK, who was in charge of the school of nursing library at University of Toronto from 1956 until early 1963, died on February 29.

CORWIN SEITZ, member of the staff of the University of Oregon library for more than thirty years, died on March 12.

EUGENE P. WATSON, librarian of Northwestern State College at Natchitoches, La., since 1940, died on February 29.

RETIREMENTS

MRS. VIVIAN BOUGHTER, librarian at

West Liberty (W.Va.) State College has announced retirement plans for July 1.

PAUL HERMAN BUCK will retire as director of Harvard University libraries and librarian of Harvard College on June 30, but will continue as university professor.

JOLAN M. FERTIG retired as librarian and head of technical information at Westinghouse research libraries in Pittsburgh on February 1.

MRS. CECILE GINSBURG of the aerospace information division of the Library of Congress retired on March 13.

FLORA B. LUDINGTON, librarian of Mount Holyoke College since 1936 will retire in June.

BERTA GERTRUD PLAUT retired as senior catalog librarian at West Virginia University, Morgantown, in July.

LOUISE G. PRITCHARD retired at the end of 1963 after twenty-seven years with the Library Association of Portland, Oregon, most recently as head of special collections.

EUGENIE RAYMOND, head of the art and music department of the Seattle (Wash.) public library for twenty-three years, retired in January.

FRANCIS R. ST. JOHN retired as head of Brooklyn public library at the end of last year, and has now been named research associate at Columbia University school of library science.

FRIEDA VAN DER HALBEN, librarian of the engineering library at University of Cincinnati, retired in March after thirty-nine years with the university libraries. ■■

"Western Americana"

AFTER careful consideration, the decision has been made not to publish the proceedings of the Western Americana Institute, a preconference sponsored jointly by the Rare Books Section of the Association of College and Research Libraries and the History Section of the Reference Services Division, July 12-13, 1963.

The following paper has been published: Archibald Hanna, Jr., "Some Shreds from Henry Wagner's Mantle," *Antiquarian Bookman*, 32(6):459-463. August 5, 1963. This was also scheduled to appear in the first issue of *The American West*.

Several other papers are either scheduled for publication or are being considered by *The American West*, a publication of the Western History Association, A. R. Mortensen, Editor, University of Utah. ■■

STATE TOTALS OF 1,862 ACADEMIC LIBRARY COLLECTIONS, PERSONNEL

STATE	ENROLLMENT	LIBRARY COLLECTIONS			PERSONNEL	
		Number of volumes at end of year	Number of volumes added	Number of periodicals received	Number of pro- fessional (FTE)	Number of non- professionals (FTE)
Alabama	47,500	2,184,700	105,900	15,400	116.9	88.9
Alaska	3,000	81,200	12,400	900	5.0	5.0
Arizona	38,200	978,000	78,000	10,600	54.0	66.8
Arkansas	27,600	1,178,000	50,300	10,000	64.5	39.6
California	489,000	15,535,200	1,121,700	173,300	1,143.7	1,242.7
Colorado	49,700	2,396,500	163,400	18,300	115.5	140.5
Connecticut	55,200	6,918,300	214,100	17,100	207.9	291.0
Delaware	7,400	390,600	25,400	2,500	15.0	24.0
District of Columbia	42,800	2,398,500	121,700	15,100	117.5	94.6
Florida	78,000	3,023,100	217,500	30,700	225.5	253.8
Georgia	52,000	3,016,900	190,400	23,700	189.2	144.3
Hawaii	11,700	459,900	70,600	3,000	35.7	32.8
Idaho	12,000	470,100	28,500	5,500	35.0	31.6
Illinois	213,100	13,016,200	617,700	83,400	581.7	552.9
Indiana	102,900	5,326,500	285,000	45,400	268.8	350.9
Iowa	60,100	3,511,000	160,200	21,500	154.3	152.1
Kansas	54,500	3,291,900	203,300	33,700	145.4	119.6
Kentucky	47,700	2,715,300	163,200	21,100	156.7	119.7
Louisiana	62,200	3,289,400	192,300	31,100	185.2	182.0
Maine	1,000	1,172,400	38,900	5,300	35.0	37.3
Maryland	57,700	2,804,800	197,900	21,700	159.8	161.3
Massachusetts	134,500	13,905,800	518,600	62,900	460.3	672.4
Michigan	164,200	7,126,000	432,200	74,700	396.8	364.3
Minnesota	82,600	4,099,100	178,900	25,500	190.1	153.9
Mississippi	36,900	1,410,500	72,900	11,400	97.7	55.0
Missouri	86,600	4,804,400	215,400	34,300	227.5	209.0
Montana	13,900	683,700	36,000	7,400	42.5	29.3
Nebraska	32,800	1,691,600	65,100	15,600	80.2	65.5
Nevada	4,700	212,000	19,800	1,700	19.0	21.0
New Hampshire	13,600	1,358,000	49,700	7,000	57.1	69.8
New Jersey	92,500	4,871,500	263,000	36,700	253.3	312.4
New Mexico	18,700	788,500	41,700	16,000	41.0	35.0
New York	377,700	19,057,800	1,001,300	122,000	1,085.7	1,196.4
North Carolina	77,500	5,590,000	341,900	32,200	280.8	274.9
North Dakota	13,900	686,300	29,900	6,000	36.5	18.5
Ohio	185,600	9,214,500	439,100	56,000	396.6	447.7
Oklahoma	55,200	2,540,200	146,000	18,500	110.5	112.6
Oregon	38,600	2,234,700	169,000	19,300	131.4	130.8
Pennsylvania	200,600	11,164,000	565,800	77,800	598.4	641.1
Rhode Island	20,300	1,576,200	78,200	12,800	67.6	86.3
South Carolina	31,100	1,763,900	73,900	13,100	78.7	78.9
South Dakota	15,300	765,100	35,000	7,400	36.6	25.6
Tennessee	63,700	3,385,500	183,700	23,000	182.1	151.2
Texas	190,400	8,491,400	579,900	65,600	417.8	439.6
Utah	35,600	2,117,400	140,500	17,700	82.5	61.4
Vermont	9,400	625,900	28,500	4,100	43.5	29.8
Virginia	60,100	3,982,500	176,900	23,300	163.7	186.7
Washington	70,700	3,138,500	172,900	34,300	180.9	239.2
West Virginia	31,600	1,240,000	61,100	9,700	57.3	81.4
Wisconsin	81,000	3,564,900	176,800	25,900	214.3	144.3
Wyoming	7,100	344,700	18,700	2,200	14.0	22.3
U.S. Service Schools	13,400	1,081,900	74,600	6,500	61.1	72.0
<i>Outlying Parts:</i>						
Canal Zone	500	11,700	600	100	1.0	1.0
Guam	1,000	9,500	1,700	300	2.0	2.0
Puerto Rico	28,700	807,300	64,300	3,700	45.0	88.5

AND OPERATING EXPENDITURES, AGGREGATE UNITED STATES, 1961-62

OPERATING EXPENDITURES IN DOLLARS

NUMBER OF HOURS OF STUDENT ASSISTANCE	Total	Salaries	Wages	Books	Binding	Other
226,700	1,660,100	897,100	147,500	482,900	62,900	75,700
4,300	149,700	69,000	9,000	57,800	5,500	8,500
86,600	1,194,500	577,700	91,200	437,600	47,500	40,600
126,200	874,100	453,100	71,900	279,300	32,200	37,600
492,400	23,302,300	12,451,900	2,260,300	6,646,400	833,700	1,110,000
202,000	2,242,600	1,119,400	193,200	768,300	74,900	86,800
87,200	3,638,300	2,017,600	98,900	1,406,700	54,100	61,100
14,300	370,700	165,100	14,300	150,200	27,600	13,500
159,900	2,021,500	976,100	209,900	651,200	67,100	117,200
250,400	3,748,900	2,038,100	209,600	1,186,200	126,200	188,900
201,000	2,926,100	1,546,400	176,200	967,700	93,700	142,100
61,100	789,400	354,200	66,000	303,000	18,400	47,800
44,100	541,100	285,200	54,200	158,600	14,000	29,100
869,000	10,705,400	5,718,000	969,300	3,094,900	302,200	620,900
407,400	4,826,200	2,432,500	465,800	1,496,500	185,000	246,400
273,600	2,777,500	1,339,100	269,800	878,100	134,400	156,200
341,100	2,569,300	1,163,000	298,900	898,600	94,200	114,700
243,200	2,359,200	1,164,500	174,700	800,000	107,100	112,800
375,500	3,452,700	1,780,300	267,100	1,106,400	129,500	169,400
52,900	594,400	299,900	57,200	187,600	21,100	28,600
140,600	2,693,600	1,496,400	143,600	687,300	95,900	90,300
428,500	9,615,900	5,275,200	660,000	2,384,500	335,800	960,500
680,800	7,426,400	4,105,300	715,200	2,091,000	205,800	309,100
298,800	3,351,000	1,717,600	347,600	1,022,100	101,800	162,000
172,400	1,216,500	616,600	102,800	398,100	53,200	45,800
332,200	3,571,400	1,828,400	305,200	1,100,000	140,000	197,800
44,300	626,000	321,200	54,400	180,900	23,400	46,200
142,000	1,288,100	662,400	121,900	382,600	43,900	77,300
32,000	397,400	192,300	41,900	136,600	14,100	12,600
54,800	988,200	538,800	62,000	249,400	29,100	108,900
187,400	4,361,000	2,509,800	260,300	1,319,200	83,100	188,600
64,100	747,400	347,700	54,500	279,000	37,800	28,800
981,900	18,145,200	10,287,900	1,623,500	4,679,300	577,900	976,600
461,500	5,041,000	2,414,900	349,500	1,869,900	191,900	214,900
69,000	507,300	250,400	55,200	160,300	19,800	21,700
593,300	6,978,400	3,656,900	665,200	2,019,400	206,300	430,700
245,700	1,980,400	919,500	174,400	695,600	85,600	105,300
179,900	2,211,900	1,179,000	258,900	597,700	79,700	96,600
591,100	9,674,300	5,187,000	688,800	2,973,800	362,200	462,600
67,100	1,180,800	613,700	76,600	385,600	36,500	68,500
117,100	1,282,400	567,500	83,300	515,000	57,500	59,100
69,600	568,500	276,600	67,600	177,300	24,000	22,900
355,900	2,837,700	1,358,500	246,700	968,600	110,500	153,400
903,300	8,416,200	3,602,000	692,200	3,447,500	289,200	385,300
207,800	1,457,100	637,300	203,100	469,400	41,200	106,300
51,400	563,700	307,700	53,600	162,800	19,500	20,200
192,400	2,660,200	1,497,100	178,800	742,500	107,300	134,400
251,500	3,379,300	1,917,700	307,300	848,400	125,200	180,700
115,400	1,146,900	600,900	93,200	360,500	45,200	47,000
261,900	3,290,200	1,762,000	250,100	1,030,600	103,700	143,800
15,200	259,500	133,700	24,100	81,200	10,200	10,400
500	1,075,300	717,900	600	285,000	23,900	47,900
17,200	20,000	13,400	—	6,600	—	—
—	28,100	17,600	—	9,700	—	800
102,300	817,300	464,000	73,800	238,800	13,700	27,100

—Prepared by Frank L. Schick, Library Services Branch, U.S. Office of Education

Committee on Library Services

THE FIRST RECOMMENDATION of the 1962 Special Committee on the ACRL Program (Jack E. Brown, chairman) read:

"Encourage the development and improvement of library services in college, university, and other research libraries through the establishment of a Committee on Library Services charged with publicizing services that should be more widely adopted, by means of publications, institutes, seminars, etc."

Such a committee was subsequently appointed (George S. Bonn, chairman), and in its discussions on the appropriate library services to be publicized it took the point of view of a library user rather than of a library administrator; the already well-publicized college library standards, it was felt, are more for the librarian than for the user. Very early in its deliberations the committee realized that it would be impossible to formulate a library-wide statement on library service that could be specific enough to satisfy every college and research library situation or, indeed, every librarian; that the most it should do would be to point out that authorized users of libraries are entitled to the best service possible; and that some users may not be aware of what they are missing. The following statement is offered as a preliminary working document to be read, refined, or adapted.

RIGHTS OF LIBRARY USERS

The primary purpose of any library is to serve the reading, reference, and research needs of its users. All authorized users of college and research libraries have a right to expect library services up to date and commensurate with their needs, provided by competent librarians and founded on adequate collections which are easily available in suitable quarters.

1. *The collection.* (Standards for College Libraries, I and V). The library collection (books, periodicals, and other media of communication) should be sufficiently broad, authoritative, and up-to-date to support effectively the instructional and research programs of the institution.

The collection should include important basic reference works, as well as adequate bibliographic tools to exploit the collection efficiently.

2. *Its accessibility.* (Standards, V and VIII). All materials in the collection except rare or unusual works should be easily accessible through direct selection from open shelves or through prompt delivery. Reference works and bibliographic tools should be conveniently located for ready use.

For special needs access should be provided to the collections of other libraries through in-person consultation arrangements or through interlibrary loan and photo duplication facilities.

3. *Its availability.* Materials that circulate should be loaned for a reasonable length of time after which they should be made available to other authorized users.

Inexpensive photocopies of any part of the collection should be readily obtainable within the limits of the usual "fair use" restriction.

4. *Assistance in its use.* (Standards, IV). Help and advice in the use of the library, its materials, and its services should be available at all times from competent professional librarians.

For faculty and research needs, this help should extend to literature searching, bibliography compilation, subject area guidance, and other specialized service as required.

5. *Instruction in its use.* (Standards, VII). Instruction in the use of the library should be integrated with or closely related to regular course work and should teach the organization of library resources and develop skill in the use of bibliographic and reference tools. The library staff may be expected to cooperate with the faculty in assuring that suitable training is offered.

Both formal and informal instruction are desirable and should make use of such aids as a handbook or guide to the library's resources, facilities, and services; orientation tours; visual presentations; and individual consultations.

6. *Physical facilities.* (Standards, VI).

(Continued on page 228)

MALC in Indiana

THE NINTH ANNUAL Midwest Academic Librarians' Conference, held at the University of Notre Dame on April 17 and at Valparaiso University on April 18, was attended by more than two hundred and fifty college and university librarians.

As in the past, meetings were held on campuses which had new buildings. The fourteen-story Notre Dame library, to be dedicated in May, contains a basement, two large floors above ground, and a twelve story tower extending upward from the center of the building, with a penthouse. Special features of the very large structure (429,780 square feet) include faculty offices in the basement; a luxuriously furnished subject divisional college library on the first two floors above ground; a state-of-the-art rare book area separated into rooms for exhibits, reading, and stacks; a good workflow relationship among the technical and public services; an audio area with 74 individual listening stations; and an impressive, massive mosaic covering the front of the tower.

The Valparaiso library, dedicated in 1959, is a more traditional building in spite of its modern exterior. It has three levels. The entrance opens into a lounge, around which are the card catalog, circulation desk, and exhibit area. To the right is a periodical room; to the left is the reference room; and the stacks are in the rear of the building. The lower level will house seminar rooms, an audio-visual classroom, archives, a reading laboratory, and a rare book room. A new law library was dedicated in late April. A third building, the Memorial Chapel, recently built, should be mentioned for the solemnity provided by the design of the interior.

At the first afternoon meeting, Virginia Clark, assistant editor for reviewing, *CHOICE*, moderated a panel on "A Philosophy of Book Selection for Smaller Colleges." Participants included Peter Doiron, Oakland University, Carl H. Sachtleben, St. Louis University (librarian of Valparaiso University after September 1), Donald E. Thompson, Wabash College, and two Notre

Dame faculty members. Many librarians were especially interested in *CHOICE*.

The speakers for the evening included Frazier Poole, University of Illinois, Chicago, who clearly summarized the developments and planning for the program of "Automation at the University of Illinois," and displayed charts explaining the program. George M. Bailey, executive secretary, ACRL, reviewed the role of the ACRL office.

On Saturday morning we headed westward to Valparaiso where we heard a panel discussion on "Accreditation Practices and Implementation of Standards," moderated by James V. Jones, St. Louis University. Norman Tanis, Henry Ford Community College, reviewed the background of the development of the Standards and noted objections especially of junior college administrators. Mrs. Charlotte Knight, Wisconsin State College and Institute of Technology, summarized the steps in preparation for a visit of accrediting agencies. Mr. Jones explained that North Central Association is made up of institutions. He noted how its accrediting program works. It aims to assist institutions in self-improvement. It is not a watch dog. It has a leadership program through which it hopes to secure the services of higher administrative officials in larger institutions and specialists, including librarians. However, all members of its visiting teams are responsible for appraising any part or all of an institution. Examiners are concerned with four points in looking at a library: a general impression, staff and services, collections, and use. Noteworthy are the plans for the formation of a federation of accrediting agencies.

After lunch, Ted Samore, U.S. Office of Education, clarified the procedure for collecting statistics for college and university libraries. Librarians have been asked to report their statistics to state libraries to eliminate duplication of effort, expedite the process of collection, and increase the rate of response. Questionnaires will be sent out about August 1 for 1963/64 statistics. The analysis of 1961/62 statistics should be

available soon; for 1962/63, the analysis should be completed by fall.

Stephen Ford, Grand Valley State College, in discussing "Guidelines for Establishing a Liberal Arts College Library" emphasized that his library will *not* be a bookless one as so widely reported. He is planning for a collection of sixty thousand volumes. Features include a library-oriented faculty; study carrels with audio and video units in each, controlled from the circulation desk; and automated activity for serial renewals and other activities.

An added feature was Mr. Ford's description of the "Naked Patron"—provided by Sentronic, developed by General Nucleonics, Inc. This is a device "which automatically and without personal contact detects and locates the unauthorized removal of library property." It makes use of a piece of radioactive metal in the spine of a book and a machine which deactivates a book when charged out and reactivates the book when returned. What fun! The system has been installed in the Grand Rapids public library.

The tenth MALC will be held at Beloit College, April 30-May 1, 1965. James F.

Holly, Macalester College, will be chairman.
—George M. Bailey. ■■

... Library Services

(Continued from page 226)

An adequate number of comfortable chairs should be provided in a well lighted, properly ventilated, quiet atmosphere.

Provision should be made for users to type, to read microforms, and to work in small groups without disturbing others.

Studies or carrels should be generally available in the library building where faculty members or research personnel can work on special projects near the books and periodicals they need.

7. *Open hours.* The library should be open and adequately staffed as many hours per week as possible, including week ends and during holidays and vacation periods.

The present members of the ACRL Committee on Library Service are Mrs. Frances N. Cheney; Harold D. Gordon; Arthur T. Hamlin; Mrs. Patricia B. Knapp; Laurence J. Kipp; Natalie N. Nicholson; George S. Bonn, chairman. ■■

Library Equipment Preconference

LIGHTING, audio facilities, flooring, informal furnishings, and mechanical book distribution will be discussed at a preconference institute on library equipment June 26-27 prior to the opening of the ALA annual conference in St. Louis. The registration fee of \$12 should be sent to the LAD office at ALA headquarters, 50 E. Huron St., Chicago 60611.

"Informal Furnishings for the Library" will be discussed by Walter Netsch of Skidmore, Owings and Merrill, architects. "Standards for Illumination" will be the topic of H. Richard Blackwell, director of the Institute for Research in Vision, Ohio State University, while Brock Arms, president of Interior Space Design Division of Perkins and Will, will speak on "Designs for Lighting."

C. Walter Stone, director, Center for Library and Educational Media Studies, graduate library school of the University of Pittsburgh, will speak on "Listening Facilities in the Library," and Keyes Metcalf will speak about "Mechanical Distribution of Books in the Library." A representative of the American Carpet Institute and Armstrong Cork Company will present ideas on "Flooring Materials for Libraries."

On the evening of June 26, the group will tour the Washington University libraries, and on June 27, St. Louis University library. ■■

Review Articles

Yale's Selective Book Retirement Program. By Lee Ash. Hamden, Conn.: Archon Books, 1963. xii, 94p. \$4. (63-17389).

This is the interesting report of a three-year study that was financed by a grant of \$150,000 from the Council on Library Resources. There is a Preface by James T. Babb; a Foreword by John H. Ottemiller, who directed the project; and a Concluding Statement by Professor Raymond D. Morris. The working papers and the longer report by Mr. Ash from which this printed volume was abstracted are available at Yale for consultation.

The difficulties of selective retirement are not minimized, and the claims made for it are modest. Mr. Babb writes, "Although we believe that our Selective Book Retirement offers a palliative to the increasing space problem in research libraries, we recognize that it is not a solution." Professor Morris observes that the selection of books for retirement "is time-consuming, requiring the best judgment that we can muster, which means that it is an expensive program. It could very well turn out that it will prove so expensive in execution that (as with microreproduction) there will be a point beyond which it will not be feasible in terms of economy."

In view of this economic question, it might have been desirable to include a more rigorous analysis of costs. During the course of the project, 74,648 volumes were transferred from the main stacks to storage by size, 28,443 were discarded, 17,259 were transferred to other libraries (2,572 of these to libraries outside the university), and 14,188 new acquisitions were sent directly to storage. Adding these, and dividing their total of 134,538 into the \$81,936.60 spent for salaries of the processing staff for the project, the report concludes that processing cost 61¢ per volume. The 14,188 new acquisitions, however (except for some of the new theses), were not handled by this staff, and the cost that is reported includes nothing for materials, for 95,777 photoclerk ex-

posures, for space occupied by the project staff, or, apparently, for refilling cards.

Space in the main stack is calculated to be worth \$1.68 per volume; space in storage comes to 42¢ per volume. On this basis, the library saves \$1.26 on space for each volume transferred to storage; but, if processing takes 61¢ or more, then selection, requiring consideration by faculty or high level professional personnel, might indeed cut the total saving to a minute sum. The report notes that it is easy at the beginning of such a program to deal with subjects of little interest to the university's teaching and research, but, "As those subjects are completed, the selecting becomes more time consuming and difficult; and, as the staff moves to subjects that are heavily used, hours of work produce but meager results." When one considers what it costs to store a book by size (42¢ for space, plus 61¢ or more for processing, plus high priced time for selection), one begins to wonder if a book worth that much is not worth the whole \$1.68 that it is now taking on accessible and classified shelves.

Obviously, then, this is a significant chapter in the story of storage, but no means the last one.—*Edwin E. Williams, Harvard University.*

Methods of Information Handling. By Charles P. Bourne. New York: John Wiley & Sons, 1963. xiv, 241p. \$12.95. (63-20628).

It is difficult for a textbook writer to review the work of a colleague who has written a text in the same field. If there is overlap, it can be said that the overlap is unnecessary; if different material is presented, it can be said that there is unnecessary detail; if material has been omitted, that can also be criticized. Obviously, the reviewer has used his best judgment in his own work, and therefore his review might tend to be overly critical.

But try as I might, it was not possible to be anything but glowing about this excellent book. The Bourne book is a good one; it

adds substantially to those existing in the field in the following ways:

1. The information storage and retrieval field is viewed broadly—going beyond the traditional library and even beyond the specialized information or documentation center. Rather, the information that is considered covers the broad spectrum, ranging from numerical to nonnumerical information; the systems considered range from the manual to the computer-oriented.
2. The organization of the field is pleasing: starting with fundamental filing problems; continuing with organization of information; then on to coding (called “the indexing shorthand”); going on to machine language representation; punched card systems; computer systems; and finally to microfilm and image handling equipment.

The book is interspersed with cost estimates and practical words of caution. The author has obviously made a special attempt to illustrate the book exhaustively, since there are no less than 176 figures and 23 tables in the numbered sequences, and more of them unnumbered. Their production is rather uniformly good.

From rags to riches is the situation we now have with regard to textbooks in the information storage and retrieval field. Only eighteen months ago there were none, and now there are three. Of course, there are overlaps, but not unhealthy ones. The instructor who now wishes to use a text for an introductory course in the information sciences can use parts of each text, or he can follow closely any one of them.—*Allen Kent, University of Pittsburgh.*

The Place of a Research Library in a Liberal Arts College, Proceedings of a Symposium Held at Bowdoin College, February 21-22, 1963. Brunswick, Maine: Bowdoin College, 1963. 84p. \$2. (63-25194).

The achievements of the brilliantly conceived and admirably carried out Bowdoin College conference on *The Place of Research in a Liberal Arts College* held in February 1963 are now available to a wider audience. Frederick Wagman, graduate of a liberal arts college and the director of a

large university library, was in an excellent position to make comparisons. He was fretful about junior colleges and the new “universities” with inadequate resources, to say nothing about faculty and student research needs. The task of selecting materials for a college library is more difficult than selecting materials for a large university. Coordination of the teaching and research programs is essential in both colleges and universities. Mr. Wagman suggested that the resources, staffs, and buildings have to be generous if the prestige colleges are to maintain their status in the years to come.

The second speaker, Eileen Thornton, is responsible for directing the library of Oberlin, a prestige college. With smaller faculties and a more compact curriculum, the college nevertheless has marked problems of recruitment and retention of faculty members as specialized interests emerge that may change the variety of materials demanded. The increased number of periodicals and serials required to support teaching programs and to meet faculty and student needs, means ever increasing budgets, staff, and buildings. Good basic collections plus staff members prepared and able to identify suitable topics for student specialization are essential. An increase in independent work may reduce the faculty load but will increase the library staff load and will affect library staff budgets.

Bowdoin was represented among the speakers by Professor Athern Daggett, Professor Emeritus Edward C. Kirkland, and Librarian Richard Harwell. They commended Bowdoin for its library resources assembled over a long span of years. Mr. Harwell suggested that faculty-library relations are a two-way street. Professor Kirkland reminded the conference that the library is a central fact larger than architectural terms but extending to basic policy, library staff, and faculty appointments, promotions, and replacements. What counts is students and professors at work together in classrooms and the library.

The conference closed with an address by Verner W. Clapp, president of the Council on Library Resources. He defined a research library as a place in which one can go to the sources and trace a footnote back home. The possibility of assembling a million-volume library in microform will not

answer the problems, for even the largest libraries cannot hope to have everything. Further technical advances in microreproduction were predicted, but such deterrents were noted as copyright infringement and the lack of a good hand reader by which the individual can read microprints. Mr. Clapp stated that the purpose of a research library in an undergraduate college is to bring into the educational process the development of research attitudes. He warned, however, that while a selected undergraduate library has great merit it may provide the user with the excuse for being lazy by being content with the best encyclopedias and the latest monographs.

Lacking in the publication is a record of the discussions that must have taken place in the dining rooms and at informal get-togethers. These may have been the most gratifying part of the program. They probably centered around resources, especially of periodicals, the quality of the faculty and the library staff, and of buildings to provide room for the resources and users.—*Flora B. Ludington, Mount Holyoke College.*

Phonograph Record Libraries: Their Organisation and Practise. Edited by Henry F. J. Currall, for the International Association of Music Libraries. Hamden, Conn.: Archon Books, 1963. 182p. \$5.50. (63-6033/MN).

The ever-increasing number of phonograph record collections in public and academic libraries is slowly forcing out of the guardians of these collections a body of pertinent literature. The already-great need for such material grows daily while the material itself merely trickles out. Thus, it is quite an event when an entire book is devoted to the subject, as is the volume under consideration here.

Produced under the aegis of the International Association of Music Libraries, this series of essays by various authors is edited by Henry F. J. Currall, F.L.A., who has attempted to compile a book that will be helpful to established as well as to future record libraries.

In addition to editing the volume, Mr. Currall contributed a chapter dealing with the establishment and maintenance of phonorecord libraries. While conceding that some

of the information found in this chapter will be of interest to a library considering the addition of a record collection to its present services, this reviewer found it to be far too detailed (his model record library collected £693 in fines and £37 for breakage in a given year) and too specific to have any great significance for a library with much more or less than a 25' x 15' space allotment (his minimum).

Undoubtedly the most useful chapter for the record library already in operation is the one by Eric Cooper entitled "Technical Data and Information on Gramophone Record Libraries." This presents a brief explanation of the process of record manufacturing, followed by a detailed, illustrated discussion of the stylus. A short section dealing with amplification becomes somewhat too technical for the electrical layman ("In the constant amplitude system the cutter displacement is in proportion to the amplitude of the driving voltage. . .") and the chapter concludes with a helpful lecture on the general care of records. Here is found one of the most fascinating statements in library literature: "To safeguard records, borrowers should be advised to use a diamond stylus with a tip radius of .007 in."

What ought to be the most useful chapter, that on phonodisc cataloging procedures followed at the BBC, evolves quickly into a pedantic and elementary treatise written in high school textbook style ("If a person is going to perform any task, the first essential is that he has some knowledge and interest in the materials to be dealt with. . . . A person who is not particularly interested can never make a success of anything."). Although the bare facts in this chapter are sometimes helpful and enlightening, the tone of delivery is such that many readers will be alienated immediately. The page and a half devoted to the preaching of ACCURACY! in cataloging, for instance, is surely unnecessary here.

Since the book is directed to a public library audience, much of its material will be of little interest and consequence to most readers of this journal. It lacks such desirable things as a comparative discussion of the pros and cons of various cataloging systems and only one of its 182 pages gives recognition to the existence of spoken word recordings. As an addition to a mass of

literature dealing with phonorecord libraries, however, this book is probably a valid investment. It is unfortunate that such a mass of material is currently nonexistent. For academic libraries, especially those outside Great Britain, its value as a guide to future record libraries and librarians may be justly contested.—*Christopher Barnes, Cornell University.*

The Uses of the University. By Clark Kerr. Cambridge, Mass.: Harvard University Press, 1963. 140p. \$2.95. (63-20770).

In the 1963 Godkin lectures at Harvard, President Kerr of the University of California described the many changes that have occurred in universities of the United States during the past twenty years or so. All of us have known that universities have grown larger. We have known that great sums of money have poured in to support research and teaching projects of all sorts, large and small. Many of us have not fully realized, however, that the changes have been so extensive as to produce almost a new institution whose activities are so varied that new names are required for it. Kerr uses "federal grant university" as one term, but his most distinctive name is "the multiversity." This complex and sprawling organization, he says, has no single animating purpose and is often serving divergent or even conflicting aims, but it has developed out of historical necessity. "It is an imperative rather than a reasoned choice among elegant alternatives."

The demand that has called forth the multiversity is, Kerr says, the increasingly crucial need for knowledge in our society. Academic institutions as the keystone of the "knowledge industry" have been required and will be required to respond to society's urgent demands for information and for expert capabilities.

Kerr's book is interesting, informative, and provocative. Every reader will see in it the implications that most affect him. This reviewer was particularly concerned by Kerr's tendency to acquiesce and even to see merit in confusion and lack of plan. He mistrusts *Grand Designs*. He prefers confusion "for the sake of the preservation of the whole uneasy balance" of an academic institution. He describes the university pres-

ident as a mediator playing off power groups against each other, not as a leader wielding power to accomplish his own objectives. He thinks federal grants are more wisely awarded on the basis of "intuitive imbalance" than on the basis of "bureaucratic balance." Although he expresses some of his opinions in a bantering way and none without explicit or implied reservation, he seems to underestimate both the capacity of a university to control its own destiny and the dangers of failing to do so.

No element of the university is more directly or adversely affected by failures in institutional planning and direction than the library. In Germany, as Danton has recently reminded us, the professors, provided with ample funds under their sole control, created institute libraries that largely duplicate and supersede the university libraries. The government and foundation grants of recent years raise the possibility, for the first time on a large scale in the United States, that professors, having funds at their disposal outside the customary institutional channels, may now set up similar rivals to the university libraries. Academic librarians must be prepared to act and react wisely, creating new services where they are justified and resisting forcefully and persuasively where they are not. One of the significant developments of the next few years will be the intensification of the trend toward new library facilities arranged, not on a traditional subject basis but on a project basis, whether that be a geographical area of the world, an uncommon language, or a new scientific application. In order to plan and to act wisely, librarians will need to be well informed about recent and future trends. Kerr's book is an excellent beginning step.

No one with any concern for higher education can afford to miss this book; anyone who reads it will profit.—*W. L. Williamson, Columbia University.*

Protecting the Library and Its Resources.

ALA Library Technology Project. (LTP Publications, No. 7.) Chicago: ALA, 1963. xv, 322p. \$6. (63-19683).

This excellent report of a study undertaken by the Library Technology Project has been well publicized, widely distributed, and so generously reviewed elsewhere that

it is not necessary to summarize the contents. The present reviewers seek only to emphasize significant features in the two sections of the book, the first on physical protection, and the second on insurance.

The responsibility for the prevention and detection of fire rests with the chief library officer. He can delegate, of course, but he remains finally accountable. He can make recommendations to his governing board, seek its authorization, or otherwise pretend that it assumes final responsibility, but, when the fire is out, he will find himself still accountable. Best, therefore, that he read this report carefully whether his building is old or new. He will then understand why he should secure expert advice on the prevention of fire occasioned by mechanical or electrical failure; why he must maintain good housekeeping practices; and, why he must define staff responsibility and verify, by test or drill, that it is understood and accepted. He will learn that he should acquaint his local firefighters with his building and its equipment.

Librarians who are planning new buildings will be derelict if they fail to read and heed. The wide open, or modular, building presents a problem that requires the professional attention of a fire protection engineer. The report gives practical advice on the fusing of ballasts in tube lighting, on the choice of acoustical ceiling tile, and other important, sometimes neglected, details.

The extent of library loss by fire is considerable, despite the relative infrequency of major disaster. In fifty years, fifty-seven college and university libraries had fires with reported losses of \$2,700,000. If the average holds, some ACRL member will be reporting a \$50,000 loss in 1964.

The purpose of the section on insurance is to make the librarian "aware of general insurance practices so that he may deal effectively with representatives of the insurance industry and . . . familiar with some of the unusual problems he might be required to face." Following a recapitulation of day-to-day responsibilities for safety and the development of an accident prevention checklist, risks and coverages are discussed and the new Model Policy presented.

Traditionally, librarians have considered

that tax-supported libraries, as local government agencies, are self-insured, and that such libraries incur no liability as a result of accidents unless the library administration has been negligent. A careful reading of the chapter "Liability Insurance" will not prove or disprove this theory, but it should cause the librarian to consult legal counsel for clarification of the applicable laws on public liability limits. With such counsel the librarian will be more able to understand the library's and his personal liability for such actions as violation of copyright by photocopying, accidents involving staff members using personal automobiles to perform library duties, accidents involving minors employed in violation of workmen's compensation laws, etc.

In order to understand the effects of co-insurance, use of actual cash value rather than replacement cost value, improper evaluation of insurable risks, the librarian should consult an insurance counselor. An insurance counselor will require time to study and evaluate the Model Policy since he will be less familiar with its coverage than those of the Public and Institutional Property Policy and the Fine Arts and Valuable Papers Policy which have been purchased by many of the more progressive libraries.

The statement that library buildings are insurable on the same basis as other structures but that the content and liability coverages are quite different is correct; however, the suggestion (p. 153) that most libraries can be categorized as charitable, nonprofit organizations is questionable. Tax-supported libraries are usually agencies of local or state government.

This book is recommended for all students and teachers of library administration. It is the essential handbook for those who are responsible for the library's housekeeping and insurance programs.—*Robert A. Miller and Nevin W. Raber, Indiana University.*

The President, the Professor and the College Library. By Guy Lyle. New York: H. W. Wilson Co., 1963. 88pp. \$2.50. (63-9749).

Since librarians are inclined often to seek facts from one another but seldom wisdom, the library essay—a brief disquisition on

something librarianship written to please and instruct—has never comprised a large segment of the literature of the profession. The occasional volumes of essays such as W. W. Bishop's *Backs of Books*, that bear periodic reading, are quite rare, yet in the opinion of this reviewer Guy Lyle has now produced one in a little book with a big rubric, *The President, the Professor and the College Librarian*. Every academic librarian will find it useful but pleasant reading.

The book is disarmingly naive in structure. It contains such varia as a list of accredited library schools, a short discourse on the "image" of the librarian—written by a professor of foreign languages—the ACRL Standards for College Libraries, and four essays by Mr. Lyle, three of which had been read to library conferences during 1961 and 1962, and one which was written for the occasion. The resulting pot pourri, believe it or not, is indexed. There is no apparent reason for the book to succeed, yet most readers will no doubt agree that it does and that much of its charm is actually due to its unpretentiousness.

Lyle's papers are entitled "The College Administration and the Library," "Developing the College Library Book Collection," "Use and Misuse of the College Library," and—the original one—"Blueprint for a College Library." His lifelong experience in academic library administration makes his comments sage and his counsel prudent. In bibliothecal public relations the author is no crash-programmer; he judiciously advocates good service and the soft-sell. "Do well," he seems to urge, "and let people know it gently."

Although addressed primarily to the college level complex of faculty, administration, and librarian, the book will be good reading as well for those involved in university level work. The informed librarian, furthermore, will find little in the volume that is new to him, although he may find much that he has not previously heard so well expressed, as well as some useful ideas that he has probably never previously attempted to formulate in his mind. It would be a blessing, however, if all presidents and professors in the land could be got to read these essays since they define our basic positions articulately and well.

It is appropriate that this little volume is

neatly manufactured in attractive format.—*D.K.*

Library Furniture and Equipment: Proceedings of a Three-Day Institute Conducted at Coral Gables, Florida, June 14-16, 1962. Sponsored by the Library Administration Division, American Library Association, in Cooperation with the University of Miami. Chicago: ALA, 1963. 68p. \$1.75.

In the Foreword to the publication, Al Trezza, executive secretary of LAD, states that the Miami Equipment Institute was so successful that the decision was made to hold separate equipment and buildings institutes in alternate years. And this is what is happening. Certainly the institute, devoted solely to furniture and equipment, rather than to buildings and equipment, was eminently successful. It was intelligently and efficiently planned and executed. There were not only expert librarians in attendance, but also experts from the furniture and equipment houses. The principal participants were not merely eminently qualified; they were actually among the world authorities in their various fields. When Keyes Metcalf, for example, delivers a full treatise on book stack selection, there is little more to be said on the subject.

In the section dealing with furniture selection for the library, Martin Van Buren, Edna Voigt, and Edward G. Stromberg bring to the discussion a tremendous amount of knowledge, experience, and wisdom.

The panel discussion on specification writing and bidding procedures for furniture and shelving fills a gap in the existing literature of the subject, and the librarian faced with his own specification writing could probably do a good job after careful perusal of this section. Hoyt Galvin, Homer Lombard, and Hal Syren deserve credit for having brought enlightenment and even interest and excitement to an otherwise extremely technical and mundane chore.

William Hawken has two excellent short addresses on (1) equipment and methods of photocopying and (2) equipment and methods in the production of full-size copy from microtext. These are constantly changing, and we must have someone like Mr.

Hawken bring us up-to-date about once every twelve to eighteen months.

Joseph Treyz has a section on equipment and methods in catalog card reproduction. His paper is a carefully formulated, beautifully organized, and succinct treatment of another all-important problem facing librarians today.

Until relatively recently, the average "general" librarian would hardly have deigned to be reading such eminently "practical" professional material. But at the present time, there is no one responsible for library administration and operation on however high and philosophical a level who can con-

scientiously avoid the responsibility of keeping himself informed on how libraries are being automated.

Perhaps because there has been so little in print on it, to me the most interesting paper presented was Martin Van Buren's on furniture selection for the library. It is particularly interesting because he introduces his expert treatment of the subject by giving a historical background which includes not only library furniture but, more basically, library architecture itself. He manages somehow to crowd into a very few pages a really fine historical running start.—William H. Jesse, University of Tennessee.

Books Briefly Noted

Almanac of Naval Facts. U. S. Naval Institute, Annapolis, 1964. 305p. \$3.50.

American Book Publishing Record, 1963 Annual Index to vol. 4, New York: Bowker, 1964. 639p. \$10.

A Bibliography of Ship Passenger Lists, 1538-1825; Being a Guide to Published Lists of Early Immigrants to North America. Comp. by Harold Lancour. 3d ed. revised by Richard J. Wolfe. New York: New York Public Library, 1963. 137p. \$5.

Building Library Collections. By Mary Duncan Carter and John Wallace Bonk. 2d ed. New York: Scarecrow Press, 1964. vii, 287p. \$6. (64-11775).

Catholic Serials of the Nineteenth Century in the United States: A Descriptive Bibliography and Union List. 2 ser. pt. 5, Pennsylvania. By Eugene P. Willging and Herta Hatzfeld. Washington, D. C.: Catholic University of America Press, February 21, 1964. vii, 183+15pp. \$5.25 paper.

Code Names Dictionary; A Guide to Code Names, Slang, Nicknames, Journalese, and Similar Terms: Aviation, Rockets and Missiles, Military, Aerospace Meteorology, Atomic Energy, Communications, and Others. Ed. by Frederick G. Ruffner, Jr. and Robert C. Thomas. Detroit, Mich: Gale Research Company, 1963. 555p. \$15. (63-21847).

The Conduct of Inquiry, Methodology for Behavioral Science. By Abraham Kaplan. San Francisco: Chandler Publishing Co., 1964. xix, 428p. \$8. (64-13470).

Current Research and Development in Scientific Documentation No. 11 (NSF-63-5). Washington, D.C.: National Science Foundation, 1962. 440p. \$4.

The Development of A Bibliographic Center in the West Virginia Region: Current Practices and Future Directions. By Michael M. Reynolds. Morgantown, West Virginia: West Virginia University Library, 1963. 22p.

Good Reading. 19th ed. Committee on College Reading, National Council of Teachers of English, ed. by J. Sherwood Weber. New York: New American Library, 1964. 309p. 75c. (33-10540).

Guide to Scientific and Technical Periodicals; A Selected and Annotated List of Those Publishing in English. By Ralph C. Martin and Wayne Jett. Denver, Colo.: Alan Swallow, 1963. ix, 170p. \$3.75.

Guide to Sources of English History From 1603 to 1660 in Early Reports of the Royal Commission on Historical Manuscripts. New York: Scarecrow Press, 1964. 258p. \$6. (64-11782).

Index to Plays in Collections; an Author and Title Index to Plays Appearing in Collections Published between 1900 and 1962. 4th. ed, rev. and enl. By John Henry Ottemiller. New York: Scarecrow Press, 1964. vii, 370p. \$9.50. (64-11776).

International Union List of Communist Chinese Serials; Scientific, Technical and Medical with Selected Social Science Titles. Comp. by Bernadette P. N. Shih and Richard L. Snyder. Cambridge,

- Mass.: Massachusetts Institute of Technology, 1963. 874 items.
- Katalog over Det Kongelige Biblioteks; Inkunabler.* By Victor Madsen. 3. Bind. Accession 1938-1962. By Erik Dal. Copenhagen: Det Kongelige Bibliotek, 1963. 105p. 24 Kroner.
- Katalog Rekopisów Biblioteki Uniwersyteckiej W Warszawie.* Tom I (Nr 1-262). By Helena Kozerska and Wanda Stummer (Prace Biblioteki Uniwersyteckiej W Warszawie, V). Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 1963, xviii, 344p. illus.
- Library Statistics of Colleges and Universities, 1962-63.* Washington: U.S. Office of Education, 1964. Circular No. 729. iii, 120p. 75c.
- Newspapers on Microfilm.* 5th ed. Comp. under the direction of George A. Schwegmann, Jr. Washington, D.C.: Library of Congress, 1963. xv, 305p. \$5. (53-60042).
- Picture Sources.* Ed. by Celestine G. Frankenberg. New York: Special Libraries Assn., 1964. viii, 216p. \$6.75. (64-15089).
- Research Guide; A Guide To Netherlands Institute for Documentation and Filing,* ser. 2, no. 42. The Hague: Nider, 1963. 200p. Illus. \$4.90.
- Resources of Australian Libraries.* Summary Report of a Survey Conducted in 1961 for the Australian Advisory Council on Bibliographical Services. By Maurice F. Tauber. Canberra: Australian Advisory Council on Bibliographical Services, 1963. 42p. 10/-.
- The Scolma Directory of Libraries and Special Collections on Africa.* Comp. by Robert Collison. Cambridge: W. Heffer & Sons, Ltd., 1963. 101+18p. 15s.
- A Selective Index to Theatre Magazine.* By Stan Cornyn. New York: Scarecrow Press, 1964. 289p. \$6.25. (64-11778).
- Supplement No. 2 to Photocopying from Bound Volumes.* By William R. Hawken. Chicago: ALA Library Technology Project, 1964. 12p. \$2.
- Union List of Russian Scientific and Technical Periodicals Available in European Libraries.* Vol. I, *The Netherlands.* By W. C. Smit and others. Amsterdam: The Netherlands University Press, 1963. 478p. 27.50 guilders, \$7.70.
- United States and Canadian Publications on Africa in 1962.* Ed. by Peter Duignan. Comp. by Hilary Sims. (Hoover Institution Bibliographical Series. XV). Stanford, Calif: The Hoover Institution on War, Revolution, and Peace, 1964. viii, 104p. \$3. (62-60021).
- West Virginia Civil War Literature; An Annotated Bibliography.* By Charles Shetler. Morgantown: West Virginia University Library, 1963. xii, 184p. \$7 cloth, \$5 paper. ■■

Addendum and Erratum

THE SUCCESS of the application of a least cost searching procedure described in the article appearing in the March issue of CRL, "A Least Cost Searching Sequence," by Gerald Lazorick and Thomas Minder, depends upon the accuracy of the collected data.

The data, as presented therein, assumes independence in the probability of a successful search; therefore, the least cost searching procedure, as described, will result in a least cost searching sequence only if the probabilities of a successful search in one source is dependent on the probability of a successful search in another. Although the nature of bibliographic sources causes this assumption to be violated, the use of this technique can result in a searching sequence of a shorter time duration (27 per cent in this study).

In the sentence on page 127 of the March issue reading, "However, there would be 51 or 120 possible combinations," the 51 should read 5! —The Authors. ■■

Classified Advertisements

Classified advertising orders and copy for *CRL* should be addressed to the Publications Officer, ACRL, 50 East Huron Street, Chicago 11, Ill., and should reach that office before the fifteenth of the month preceding publication of issue desired. Copy received after that time may be held for the next issue.

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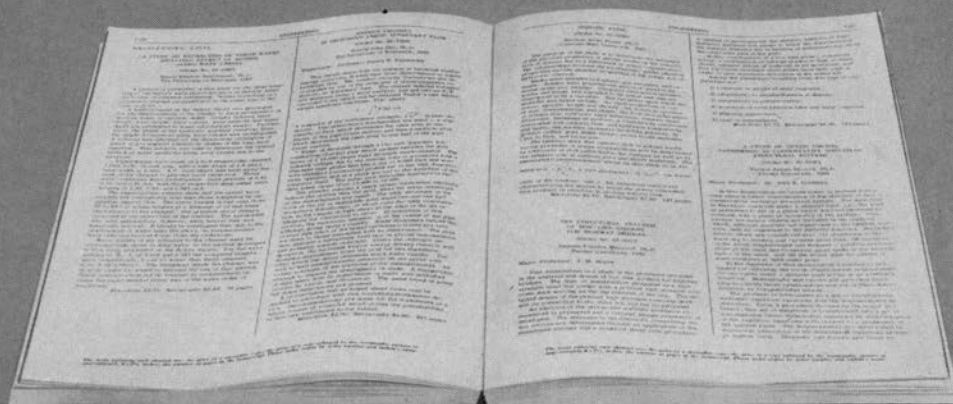


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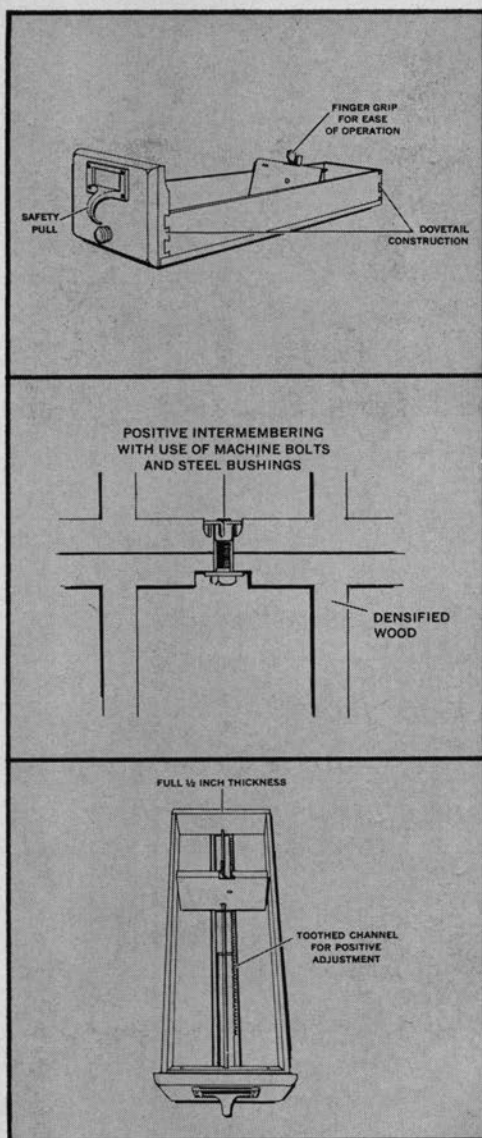
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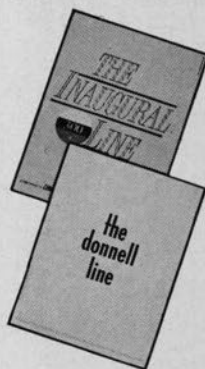
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